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# A Descriptive Study: The Implementation Of The 1994 New Jersey Holocaust/Genocide Mandate In New Jersey Public Middle Schools

Concetta E. Donvito

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A Descriptive Study:  
The Implementation of the 1994 New Jersey  
Holocaust/Genocide Mandate in  
New Jersey Public Middle Schools  
By  
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Submitted in partial fulfillment of the  
requirements for the Degree of Doctor of Education  
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## ABSTRACT

### A Descriptive Study: The Implementation of the 1994 New Jersey Holocaust/Genocide Mandate in New Jersey Public Middle Schools

The purpose of this research study was to describe the levels of implementation of the 1994 New Jersey Holocaust/Genocide Mandate in New Jersey public middle schools, and to ascertain the factors most frequently associated with those levels of implementation. The primary data was collected from a survey mailed to 93 principals of New Jersey public middle schools. The questionnaire consisted of five sections organized to collect data on the implementation of the Holocaust/Genocide Mandate using questions derived from Dawidowicz (1992): Where is it taught? Who teaches it? How is it taught? What is taught? Why is it taught?

The findings of this study indicated that more than half (58%) of the schools reporting showed an acceptable level of implementation of the Mandate. In each of the areas of Resources, Content, Methods, Rationales, and an overall Total group, the criteria for an acceptable level of implementation were met or exceeded.

Teacher preparation, ongoing teacher professional development, the methods, strategies, and assessments used, the resources used, and the rationales given for teaching the Holocaust, indicated a significant relationship with the level of implementation of the Mandate, as did the school input variables of school instructional structures and school setting. Other variables showing a relationship to the implementation of the Mandate were the content/themes addressed, teacher assignment, and the number of teachers involved in Holocaust/Genocide instruction. School location, school size, number of

teachers, and grade level distribution did not make a difference in the level of implementation of the Mandate.

The 1994 New Jersey Holocaust/Genocide Mandate was cited most frequently as the most important reason for Holocaust/Genocide education. The resource materials and professional development opportunities provided by the New Jersey Commission on Holocaust Education showed a significant relationship to the level of implementation of the Mandate.

The results of the study showed the importance of the 1994 New Jersey Holocaust/Genocide Mandate in promoting instruction in Holocaust/Genocide education New Jersey public middle schools. The study also affirmed the success of the work of the New Jersey Commission on Holocaust Education in providing teachers with resources, materials, and professional development opportunities.

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The work of the Holocaust Resource Center and the Holocaust Resource Foundation at Kean University, under the leadership of Dr. Joseph Preil, Director Emeritus, and Clara Kramer, President, provided me with a source of inspiration for my journey. My friends and colleagues in Cohort IV have been an invaluable rock of strength for me and I thank them for believing in me. Lastly, I must acknowledge the understanding guidance of dear Pat LiSanti, with whom I would like to have shared the joy of completing this journey.

## DEDICATION

To Clara Kramer

To Vlada and Ben Meed

To Elie Wiesel

To all the survivors and to those who perished in the Holocaust

and in the horror of genocide –

Let those of us who teach continue to bear witness to your lives so that the coming  
generations will know and learn.

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## Chapter I

### Introduction

#### *Background*

On March 10, 1994, the Legislature of the State of New Jersey adopted legislation requiring that every board of education in New Jersey include instruction on the Holocaust and genocides for all students K-12 in an appropriate place in the curriculum (New Jersey Holocaust/Genocide Mandate, 1994). As stated in the law, the focus of this instruction is to enable students to understand that genocide is a result of prejudice and discrimination; that ethical issues have a significant impact on people's lives; that there are theories concerning the nature of human behavior that apply; and that each citizen bears a personal responsibility to fight racism and hatred. These goals provided the basis of the rationale for Holocaust/Genocide education in New Jersey and defined what was meant by the implementation of the legislation.

Holocaust education has presented a challenge for educators faced with addressing the human complexity of the content and the appropriateness of the pedagogy for their students. This research study proposed to examine how public middle schools in the state of New Jersey were meeting this challenge.

Elie Wiesel, Nobel Peace Prize winner, noted educator and Holocaust survivor, posed these questions that have had significant implications for educators in the United States and throughout the world, "How do you teach events that defy knowledge, experiences that go beyond the imagination? How do you tell children, big and small, that society could lose its mind and start murdering its own soul and its own future?" (Wiesel, 1978, p. 270).

Since the late 1970s, a rapid growth of courses and curricula on the Holocaust has been evident in public schools in the United States. As noted by Holocaust educators Totten and Feinberg, however well intentioned as these efforts may have been, the quality of Holocaust education produced may not have been historically accurate, age appropriate, or pedagogically sound (Totten & Feinberg, 1995).

Dawidowicz asserted that the “decentralized nature” of public education in the United States, made it difficult to determine where the Holocaust is taught, what is taught, and what its effect was (Dawidowicz, 1992, p. 66). Totten agreed and posited the notion that as a result of this decentralized nature of public education, Holocaust education in the United States was “eclectic” and dependent on individual educators, schools, districts and states for implementation (Totten, 2000, p. 93).

Teaching about the Holocaust has raised significant issues for educators: Why teach about the Holocaust? How does it relate to the lives students will lead in the 21<sup>st</sup> century? What is the relationship of the events of the Holocaust to human behavior? How should the Holocaust be taught? How prepared are educators to teach about the Holocaust? Addressing these questions requires that the issue of Holocaust education and its origins first be placed in a historical context.

### *Historical Context*

In the aftermath of the Second World War, nearly 250,000 European Jews who had survived the Holocaust spent up to 5 years or more in Displaced Persons (DP) camps in Germany, Austria, and Italy. Some attempted to emigrate to Palestine, and after 1948, to the newly created state of Israel. When the United States Congress passed the



Displaced Persons Act in 1948, some 63,000 Jewish refugees were issued visas to emigrate to the United States (Berenbaum, 1993).

By the early 1950s, about 100,000 Holocaust survivors had emigrated from Europe to the United States. Most of these survivors were silent about their Holocaust experiences. They were busy building new lives, raising families, and establishing themselves as productive citizens. Many tried to put their past behind them and found neither willing nor sympathetic ears for their stories, except among themselves (Bartov, 1998; Clendinnen, 1999; Novick, 1999).

In the 20 years following World War II, the Holocaust did not occupy a central role in public discourse in the United States, nor was it a subject of study by scholars on a national or international level (Clendinnen, 1999; Friedlander, 1979). High school and college textbook treatment of the subject was brief or nonexistent (Schwartz, 1990). Novick (1999) noted that during the post war period, some films and plays were produced that dealt with the topic, including "The Diary of Anne Frank" (1955), Alain Resnais's 1955 film "Nuit et Brouillard (Night and Fog)," and "Judgment at Nuremberg" (1961). However, Novick emphasized that references to the Holocaust were often obliquely made. Commemoration in the United States was limited mainly to survivors.

Marrus, Novick and others suggested that the 1961 trial of Adolf Eichmann, a Nazi officer convicted of sending millions of Jews to their deaths, prompted a growth of public interest in the Holocaust (Marrus, 1987; Schwartz, 1990). Though the term *Holocaust* had been used since the early 1950s to refer to the Jewish genocide by the Nazis, as a result of the Eichmann trial, the word *Holocaust*, became "firmly attached" in a distinct way to the mass murder of European Jews in the minds of Americans (Novick,

1999, p. 133). [The term *shoah*, the Hebrew word meaning catastrophe, is another term often used to refer to the Holocaust. It is sometimes preferred by scholars because it does not contain the religious connotation of a “burnt religious sacrifice” as the term *Holocaust* does.]

The proliferation of articles and books that followed the Eichmann trial produced public reaction and response, drawing more public attention to the Holocaust. Arendt’s “Eichmann in Jerusalem: A Report on the Banality of Evil” (1963), based on a series of articles written for “The New Yorker” during the trial, and Hochhuth’s 1964 play, “The Deputy,” a scathing indictment of Pope Pius XII’s actions or inaction during the Holocaust, broadened the avenue of discussion even further, according to Novick (1999).

The creation of the state of Israel in 1948 and the subsequent hostilities in the Middle East, including the 1967 Six Day War and the Yom Kippur War in October of 1973, strengthened the resolve of many American Jews to view Israeli success as the triumph over Jewish victimization in the Holocaust. Totten and Novick, as cited by Ellison, saw this as the genesis of subsequent efforts to promote knowledge of the Holocaust (Ellison, 2002; Novick, 1999).

By the late 1970s, many survivors in the United States and throughout the world had begun to tell their stories of the Holocaust. Elie Wiesel’s memoir “Night” (1960) and the autobiographical writings of Primo Levi were published, although not widely read in the United States. The 1978 television drama, “Holocaust,” created an interest in the topic both in the United States and in Europe, despite objections from historians and scholars for the implausible events and historical inaccuracies presented (Schwartz, 1990). Concurrent to these happenings, scholars and historians worldwide began to pursue

research in the expanding field of Holocaust studies. Educators in the United States also began efforts to incorporate this relatively new field of study into university courses and public education (Wyman, 1984).

On a national level, these efforts received public sanction when President Jimmy Carter appointed the President's Commission on the Holocaust in 1978, chaired by Elie Wiesel, to consider the creation of an American memorial to the Holocaust. Based upon the Commission's findings, a unanimous act of Congress in 1980 established the United States Holocaust Memorial Council. The efforts of this Council ultimately resulted in an annual Day of Remembrance and the building of the United States Holocaust Memorial Museum (USHMM), which was officially opened to the public in April 1993 (Berenbaum, 1993).

By 1998, there existed 50 Holocaust resource centers, 12 memorials, and 19 Holocaust museums in the United States (Totten, 2000). Remembrance has been the core mission for the US Holocaust Memorial Museum. However, like many other Holocaust resource centers and museums, its education department has been focused on providing resources and programs promoting professional development for teachers in Holocaust education in addition to informing students and the general public about the events of the Holocaust.

### *Holocaust Education*

The importance of Holocaust education has become widely accepted in the United States since the late 1980s (Totten, 2000; Wyman, 1984). The rationale for teaching the Holocaust rested on the notion that lessons can be learned from events of the past (Schwartz, 1990). This was supported by the belief that the issues of the Holocaust itself

made it a significant “venue for instilling moral values” among our adolescents (Schweber, 1998, p. 4). Addressing ethical and moral issues in our schools has required students to consider questions of right and wrong, justice and injustice.

Darsa (1991) stated, “We need to teach the Holocaust because it happened” (p. 177). Darsa noted that it raised questions of individual moral responsibility and civic responsibility. Gregory agreed and posed the challenge to schools to address issues of human responsibility, reflecting the belief that the Holocaust has much to teach us about the moral and political dimensions of human interactions (Gregory, 2000a). However, this may be in contrast to the more informational and factual approach often taken by schools in Holocaust/Genocide education.

As reported by Totten (2000), by 1998, five states required, either through resolution or statute, Holocaust and/or genocide education in grades K-12: Those states were New Jersey, California, Florida, Illinois, and New York. Ten other states recommend teaching about the Holocaust and other genocides: Connecticut, Georgia, Indiana, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and Washington.

Several states have developed and disseminated guidelines or curriculum guides for teachers (California, Connecticut, Florida, Georgia, New Jersey, New York, Ohio, Pennsylvania, South Carolina, and Virginia) (Shawn, 1995; Totten, 2000). However, many school districts have not provided or supported professional development opportunities for teachers in either the content or the pedagogy of teaching the Holocaust (Schwartz, 1990).

The issue of the quality of Holocaust education provided to students in New Jersey, as in other states, was cited by Shawn (1995) as being intricately connected to the level of teacher expertise in both the content and the pedagogy of Holocaust education. In a personal communication, Elie Wiesel emphasized that teachers must teach the subject with great “sensitivity,” for to teach the Holocaust as a presentation of factual material alone would be, in his view, “scandalous” (E. Wiesel, personal communication, October 8, 2002).

Teacher preparation and expertise for teaching the Holocaust as well as the need for ongoing professional development in Holocaust/Genocide education have been cited by experts as critical factors affecting the quality of instruction to students in Holocaust/Genocide education (Davies, 2000a; Dawidowicz, 1992; Totten, 1991). Elie Wiesel has affirmed that the most important factor in teaching students about the Holocaust is the preparation of the teacher (E. Wiesel, personal communication, October 8, 2002).

As early as 1979, Friedlander (1979) warned that too many teachers teaching too much about the subject might lead to “destroying the subject through dilettantism” (p. 520). Friedlander (1979) emphasized that even though teachers may be well-meaning and feel a commitment to teach about the topic, “they must also know the subject.” (p. 521). Totten (2002b) insisted that in order to teach the Holocaust, a teacher must “be conversant with the key historical trends and major facts” (p. 38). Totten (2002b) stated that without this basis, “lessons on the Holocaust are likely to be confusing, superficial, and ahistorical” (p. 47).

Shawn (1995) supported this view and went a step further by strongly insisting that the mandates for Holocaust education, although legislated by well-meaning state legislatures, target the wrong constituency-students. Shawn noted that Holocaust education cannot be effective without teachers who have a strong content base and a clear understanding of appropriate pedagogies for teaching the Holocaust. Shawn therefore recommended that states mandate Holocaust education for teachers, both at the pre-service and in-service levels, to prepare them to teach the Holocaust to students in effective and appropriate ways (Gregory, 2000a; Shawn, 1995).

Thus, the issue of the quality of Holocaust education provided for students has significantly impacted on the efforts of individual states to promote Holocaust/Genocide education. Some states, including New Jersey, have provided professional development opportunities for in-service teachers in the implementation of Holocaust education through Holocaust resource centers or state commissions charged with the responsibility of providing teachers with resources, strategies, and materials in addressing Holocaust education with students.

General consensus has existed among Holocaust educators that teacher preparation and expertise in both the content and pedagogy of Holocaust/Genocide education is an absolutely essential precondition for effective teaching and learning of the subject to occur.

#### *Holocaust Education in New Jersey*

A report on the web site of the New Jersey Commission on Holocaust Education, traced New Jersey's efforts in implementing Holocaust education from the mid-1970s to the year 2000 (State of New Jersey Commission on Holocaust Education, 2002b). This

included the establishment of the New Jersey Commission on Holocaust Education in 1991 (New Jersey Commission on Holocaust Education, 1991). The efforts of the Commission were instrumental in securing the passage of the Mandate in 1994.

Through the work of several committees, the core mission of the New Jersey Commission on Holocaust Education has been to promote Holocaust education in the state (State of New Jersey Commission on Holocaust Education, 2002d). The New Jersey Commission on Holocaust Education (subsequently referred to as the Commission) has offered professional development opportunities in the form of workshops, conferences, courses, and a summer study program for New Jersey teachers in both public and non-public schools. The Commission has also coordinated the efforts of nearly 80 schools throughout the state designated as Holocaust Demonstration Sites (State of New Jersey Commission on Holocaust Education, 2002a) and nearly 40 state-designated Holocaust Resource Centers (State of New Jersey Commission on Holocaust Education, 2002c).

In addition, the Commission has developed curriculum guides addressing content, resources, and teaching strategies for students in Grades K-4, 5-8 and Grades 9-12. During the 2001-2002 academic year, the Commission released revised Holocaust/Genocide curriculum guides to school districts for Grades K-4 (New Jersey Commission on Holocaust Education, 2002a) and for Grades 5-8 (New Jersey Commission on Holocaust Education, 2002b). The membership of the Curriculum Committee that authored these documents included teachers from districts across the state. A revised high school curriculum for Grades 9-12 was released in the 2002-2003 academic year (New Jersey Commission on Holocaust Education, 2003).

In 1998 the Commission, with the assistance of Peppy Margolis, conducted a statewide survey of public and non-public schools to examine the impact of the Holocaust/Genocide Mandate in New Jersey schools (P. Margolis, personal communication, April 28, 2002). The Commission reported a summary of results on its web site, and the findings indicated that school districts have implemented Holocaust and genocide education in K-12 curricula. The survey also indicated that teachers have utilized the curriculum materials developed by the Commission in their classroom instruction. Most importantly, the survey results pointed to the need for further professional development for teachers in Holocaust/Genocide content as well as in the use of appropriate pedagogical practices (Winkler & Rivitz, 2000).

The 1994 Holocaust/Genocide Mandate defined implementation by stating that instruction:

Shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. (New Jersey Holocaust/Genocide Mandate, 1994)

These four purposes outlined above defined implementation of the New Jersey Holocaust/Genocide Mandate and were used in this study to determine the level of implementation of the Holocaust/Genocide Mandate (subsequently referred to as the Mandate) in New Jersey public middle schools.



### *Theoretical Framework for Holocaust Education*

The eminent social psychologist Gordon Allport, in his seminal work, “The Nature of Prejudice,” spoke to the ethical nature of social sciences and the learned behavior of human beings, particularly as children. He drew a clear relationship between prejudice and acts of discrimination and how children learn which groups of people are in-groups, those with privilege and status, and the disparaged groups, the out-groups (Allport, 1983; Allport, 1997).

Noddings (1992) agreed and argued that the main purpose of education is a moral one, namely to foster and develop persons who are caring of other human beings. Goodlad’s (1997) work in educational renewal supported this notion, as he recommended educating students “in a context of civility and civic communities” (p. 165). Glanz (2000) also supported this view in affirming the purpose of education as the development of “good character traits” in children (p. 124).

The Oliners’ study of rescuers of Jews in various European countries during World War II, “The Altruistic Personality,” rested on the premise that learning, not genetics, provided an explanation for altruism in individuals. The results of this study supported the notion that behavior is a result of personal interactions with others and with situational factors. In this view, altruism was thus the end result of a decision-making process in which the individual weighs both personal and external social and situational factors in making a decision (Oliner & Oliner, 1988).

The work of these individuals pointed to the significant impact of learned behavior on human interactions and the necessity of recognizing the moral and ethical dimensions of educating our students.

Other researchers supported the notion of teaching the Holocaust in a moral/ethical context as well. Friedman (1998) wrote that teaching the “moral lessons” of the Holocaust may lead to prejudice reduction as students learn the dire consequences of intolerance and discrimination (p. 33). Friedman suggested that students need to learn to make judgments based on “knowledge and reason rather than on bias and stereotyping” (p. 33). In a study of the implementation of the Indiana Resolution on Holocaust Education, Holt stated that Holocaust education “presents an opportunity to examine the differences that separate us and the humanity that binds us” (Holt, 2001, p. 2). Baum (1997) emphasized that Holocaust education should help students to develop ethical connections that help to prevent hatred and violence.

Other scholars agreed with this view. Gregory asserted that teaching the Holocaust as a historical event is not adequate, emphasizing that the justification of studying the Holocaust arose from what is to be learned about being human, stating that it was “not a teaching task to be taken lightly” (Gregory, 2000b, p. 52). In point of fact, Gregory stated that teaching about the Holocaust in a constructive and useful way requires discerning its “more universal elements,” (Gregory, 2000a, p. 45) and recognizing that it “cannot be and must not be an intellectual exercise alone” (Gregory, 2000b, p. 58). Davies pointed to the universal significance of the events of the Holocaust, and the “need to identify a substantive moral framework” in representing them to students (Davies, 2000a, p. 3).

Haydn (2000) supported this view, insisting that students need to know that the issues addressed in studying the Holocaust relate to complex human problems affecting their lives today and in the future. Baum agreed, noting that the essential question

Holocaust educators and scholars must consider is ethical and relates to “the extent to which memory of the Holocaust might help us to prevent such horror in the future” (Baum, 1997, p. 81). This was supported by Shiman and Fernekes who saw the study of the Holocaust and other genocides as raising “questions of moral and ethical responsibility that have national and global implications” (Shiman & Fernekes, 1999, p. 55).

It was upon this premise of a moral and ethical dimension for teaching the Holocaust that the rationale for Holocaust/genocide education in the state of New Jersey was based. If learning prejudice leads to acts of discrimination, then concepts such as stereotyping, scapegoating, bias, obedience, decision-making, justice, individual responsibility, indifference, conflict, conflict resolution, and human rights are appropriately addressed in Holocaust education (Gregory, 2000b; Totten & Feinberg, 1995).

The overarching goal of Holocaust/Genocide education in New Jersey, then, as established by the New Jersey Holocaust/Genocide Mandate and the work of the New Jersey Commission on Holocaust Education, was to help children become productive and humane citizens who make choices that promote respect for all people. If these efforts were successful, then children would understand their moral responsibility to others when faced with a situation involving prejudice or discrimination. This reasoning was reflected in the language of the 1994 New Jersey Holocaust/Genocide Mandate as passed by the legislature and signed by Governor Whitman (New Jersey Holocaust/Genocide Mandate, 1994).

Not all Holocaust scholars have supported this notion, however. The debate has been focused on two issues: (a) The uniqueness of the Holocaust as a historical event, and (b) the universality of the lessons of the Holocaust. Lipstadt and Dawidowicz supported the particularist view, believing that the Holocaust was a unique historical event, and, as such, offered no opportunity for universalizing its lessons (Dawidowicz, 1992; Lipstadt, 1995).

Other scholars, such as Katz and Bauer, raised the concern that including non-Jewish victims in the Holocaust may also diminish its uniqueness. Bauer felt that the Holocaust should be taught because it was important in itself. Bauer also saw the Holocaust as a universal warning, an event specific to Jews, but with the possibility that it could happen to others (Bauer, 1998; Crowe, 2001; Katz, 1994; Katz, 2000). In this particularist view, the Holocaust was thus seen as trivialized and diminished by a focus on prejudice, discrimination, stereotypes, and human rights in general.

Holocaust scholars taking the universalist view included Littell, Friedlander, and Berenbaum, who focused on the universal lessons of the Holocaust and their application to themes of prejudice, discrimination, hatred, and indifference (Ellison, 2002; Friedlander, 1979). Littell underscored the core of the universalist view in his assertion that guarding the uniqueness of the Holocaust would prevent the communication of its message (Littell, 1987).

For the purposes of this research study, this ongoing scholarly debate was recognized and is subsequently referred to. However, the debate did not serve as a focal point. Rather, this research study recognized that the New Jersey Commission on Holocaust Education and the legislature of New Jersey have elected to follow the path of

those scholars and educators who have promoted the teaching of the Holocaust and its universal lessons as the preferred, and in fact legislated, approach to Holocaust/Genocide education in the State of New Jersey.

### *Research Problem*

Since its passage in 1994, limited research has been done to assess the level of implementation of the New Jersey Holocaust/Genocide Mandate. With the exception of a 1998 survey sponsored by the New Jersey Commission on Holocaust Education, there has been no systematic research done on the extent of its implementation (Winkler & Rivitz, 2000).

The 1998 survey indicated a need for further investigation into how the Mandate is being implemented. Although survey results showed that schools in New Jersey were teaching the Holocaust, it was not determined whether it was merely the factual content that was being addressed or if the topic was in fact being implemented with a view to its moral and ethical implications, as defined in the legislation.

In addition, the survey was directed to school districts in general, without a designated sample. As a result, the possibility existed that the respondents to the survey brought with them differing perspectives and perceptions based on the roles each played within their respective districts. It was not assured then, that the responses to the survey questions carried the same reliability that one with a specifically targeted population would. Therefore, the need existed to conduct a survey that would determine the level to which the New Jersey Holocaust/Genocide Mandate has been implemented in New Jersey schools with a greater degree of reliability and accuracy than the previously reported survey results.

Because the results of the 1998 Holocaust Commission study indicated that middle schools were reported as being likely to address the Mandate in the most number of courses, for the purposes of this study all public middle schools in the state of New Jersey were solicited in order to ascertain the level of implementation of the Mandate in these schools. Middle schools were also selected for this study in order to delimit the population so that a more in-depth examination of the implementation of the Mandate might be made.

The New Jersey Holocaust/Genocide Mandate defined implementation as instruction in the Holocaust and other genocides in an appropriate place in the curriculum for all elementary and secondary students that will enable students to:

- (a) Identify and analyze applicable theories of human nature and behavior; (b) understand that genocide is a consequence of prejudice and discrimination; (c) understand that issues of moral dilemma and conscience have a profound impact on life; (d) emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. (New Jersey Holocaust/Genocide Mandate, 1994)

As stated above, these four aspects of the Mandate provided the basis for assessing the level of implementation of the Mandate in New Jersey public middle schools.

Support for the Mandate was affirmed by experts in Holocaust education who believed that simply teaching students the facts of the Holocaust was not adequate, appropriate, or sound in educating students about the Holocaust (Ben-Bassat, 2000; Bischooping, 1995; Davies, 2000a; Gallant & Hartman, 2001; Gregory, 2000a; Haydn,

2000; Shawn, 1995; Short, 1999; Totten, Feinberg, & Fernekes, 2002; E. Wiesel, personal communication, October 8, 2002). Clearly, in order to implement the Holocaust/Genocide Mandate as outlined above, issues of humanity and personal and civic responsibility, that is, moral and ethical issues, must be addressed with students, in addition to teaching accurate factual information.

The question of what is to be taught was closely linked to why it is taught. Totten, Feinberg, and Fernekes (2002) emphasized that teachers should ask themselves why they are teaching students about the Holocaust and what the most essential topics and questions are that need to be addressed. Teachers must have a clear rationale for teaching it in order to avoid “pitfalls” such as romanticizing aspects of the Holocaust by emphasizing the themes of hiding and rescue, using clichés, or bombarding students with a series of horrific images that may simply overwhelm and shut them down (p. 17).

Davies (2000a) affirmed this view and cited the difficulties yet the necessity of placing a study of the Holocaust appropriately on an “affective-cognitive continuum” (p. 5). Gallant and Hartman (2001) supported this notion and pointed to the need for Holocaust education to go beyond the acquisition of factual information to include attitudinal and actional change in students. Ben-Bassat (2000) pointed to the difficulty teachers face of balancing the emotional reactions of students with intellectual discussion.

Yad Vashem Holocaust Martyrs’ and Heroes’ Remembrance Authority, founded in 1953 by the Israeli Knesset in order to provide a center for remembrance and research of the Holocaust, is a repository for archival materials of the Holocaust, as well as a center for study and research about the Holocaust.

The philosophy of Yad Vashem for teaching the Holocaust was reflected in the following guidelines outlined by Imber (1998) at Yad Vashem: (a) Deal with the Holocaust in terms of the stories of the people. Show them not just as victims, but as people who had a vibrant life prior to the Holocaust and whose stories have much to offer in terms of living a moral life; (b) Deal with the people: bystanders, those who stood by silently and did not help; rescuers, asking students to question why were there so few; perpetrators, asking students to examine how they became so; (c) Use an interdisciplinary approach, for example, including literature and art, so that it is not just a history lesson, but a more personally meaningful experience for students; (d) Begin Holocaust education at an early age, in an age-appropriate manner. It is these guidelines that underpin teaching strategies and resources and approaches recommended by many Holocaust educators.

The United States Holocaust Memorial Museum, in its guidelines for teaching about the Holocaust, strongly recommended that before deciding what and how to teach the Holocaust, that teachers ask themselves why students should learn this history and what the most significant lessons for students to learn from such a study are. Appropriate rationale statements should relate to the importance of the moral and ethical context of teaching the Holocaust, but also should include the many complex historical factors and events that allowed it to happen (Parsons & Totten, 2001).

The selection of topics and themes addressed should then follow from the rationales. These topics and themes were important in maintaining the integrity of the subject in an accurate and age-appropriate manner. For example, although the New Jersey Holocaust/Genocide Mandate required compliance in grades K-12, the curriculum guide published for Grades K-4, "Caring Makes A Difference" (2002a), did not focus on the



gruesome details of the Holocaust or other genocides. The emphasis instead was on personal accountability in developing respect for self and others. Sepinwall (1999) affirmed the importance of this age-appropriate approach when teaching elementary students.

The New Jersey Holocaust Commission Curriculum Guide for grades 5-8, subtitled “From Prejudice to Discrimination to Hatred...To Holocaust” (2002b), introduced topics and themes more specifically related to the Holocaust and other genocides. At the middle school level, prejudice, discrimination, stereotyping, scapegoating, hatred and indifference, were related to the Holocaust and other genocides with greater specificity and depth than in the K-4 curriculum guide. The events of the Holocaust itself were introduced in the context of those concepts. The Table of Contents indicated the following units: Prejudice and Discrimination; Rise of Nazism; Life in the Ghettos and Camps; Hiding, Escape and Rescue; Resistance; Survival, Liberation and Legacy (New Jersey Commission on Holocaust Education, 2002b). These topics and themes indicated the emphasis placed on the necessity of utilizing a historical context in which to frame literature, narrative, and primary sources, which this curriculum guide recommended.

The New Jersey Commission on Holocaust Education issued “The Holocaust and Genocide: The Betrayal of Humanity,” a two-volume curriculum guide for Grades 9-12, in 2003. The 12 point rationale cited in the introduction emphasized the intent of the document, that is, to approach Holocaust and Genocide education through a moral/ethical framework. The document itself operationalized the intent of the Mandate by including significant primary source materials and instructional activities related to teaching the

historical events of the Holocaust and other genocides into the intent and language of the Mandate legislation (New Jersey Commission on Holocaust Education, 2003).

Dawidowicz (1992) expressed concern that most state-developed curricula described the events of the Holocaust better than examining why and how the Holocaust happened. Parsons and Totten (2001) voiced the same concern, citing the inclusion of oversimplified and incorrect information as all too commonly found. An examination of the Commission's curriculum guides indicated that this was not the case. These curriculum guides seemed to meet the criteria that Holocaust educators have set for accurate and age-appropriate content, approaches, and resources.

The selection of materials and resources has been critical in assuring accurate and effective instruction for students in Holocaust/Genocide education. The complex issues associated with teaching the Holocaust in an age-appropriate manner were addressed by Shawn, who provided a list of age-appropriate print materials for teachers to use in addressing the Holocaust with their students. For the middle school level, these included literature, as well as primary source accounts, narratives and memoirs (Shawn, 1995, 1997; Wieser, 2001). The USHMM provided an annotated bibliography, videography, and recommended other age-appropriate resources for use by educators (Parsons & Totten, 2001).

Holocaust educators have also emphasized that the strategies and approaches that teachers have used to present the Holocaust were critical. Involving both the cognitive and affective dimensions of learning has been seen as crucial in helping students develop a deeper understanding of the issues (Ben-Bassat, 2000; Darsa, 1991; Gallant & Hartman, 2001; Schwartz, 1990; Shawn, 1995). For example, Wieser and others saw

interdisciplinary instruction as important in helping students make sense of what appeared to be unbelievable or overwhelming (Crouch, 1996; Gregory, 2000b; Shawn, 1995; Wieser, 2001).

Wieser (2001) also decried the use of Holocaust literature without first providing students with a historical context, a view supported by Totten and Drew (Drew, 2001; Totten, 2001). Drew also pointed to the need for historical accuracy and age appropriateness, as well as the need to provide a historical context for students and support for them as they read this literature for the first time (Drew, 1995).

The focus on the human dimension, that is, what the Holocaust has taught us about the capacity of humans to do evil, has been a critical aspect that has been best addressed with an interdisciplinary approach, for example, combining English and Social Studies. This has helped to make historical connections for students and has provided the support that students needed when confronting the reality of such atrocities. Decision-making and problem-solving activities such as moral dilemmas have promoted students' critical thinking and provided students with an avenue through which they can make sense of poetry, art, narratives, memoirs, or other primary sources used in Holocaust/Genocide instruction. The use of journals by students as they reflected on what they were learning has also been highly recommended (Darsa, 1991; Davies, 2000b; Dawidowicz, 1992; Friedlander, 1979; Friedman, 1997; Gregory, 2000b; Shawn, 1995).

Simulations have not been considered appropriate in helping students to understand the feelings and emotions experienced by those in the Holocaust. In fact, Totten (2002a) decried using this approach as demeaning and trivializing to the study of

the Holocaust. The use of puzzles, word games, and word searches and video games have been also viewed in the same light (Shawn, 1995).

Totten (1991) claimed that genocide is a topic in which there has been little or no instruction at the secondary level. Cited reasons included the complexity of the subject matter, inadequate teacher preparation, perfunctory coverage in textbooks, an overcrowded curriculum, lack of school district support, the paucity of in-service training for teachers, the controversial nature of the subject itself, protecting youngsters from painful topics, racism, prejudice or antisemitism, and an ambivalence due to past policies regarding the treatment of minorities. Davies (2000a) concurred and cited “massive pedagogical challenges” for schools in teaching the Holocaust (p. 4).

Brown and Davies (1998) conducted a limited study of Holocaust education in schools in England and found that there were significant barriers to Holocaust/Genocide instruction at the secondary level. These included: (a) Teachers’ perceptions of the importance of addressing the topic vis-à-vis high stakes accountability in other subject areas, (b) the low status of history departments in schools, (c) the lack of time, (d) the lack of teacher collaboration, and (e) teachers feeling unprepared to deal with the emotional issues arising from Holocaust/Genocide instruction.

In teaching the universal lessons of the Holocaust and other genocides, the need has existed to provide students with accurate, appropriate, and pedagogically sound instruction. The quality of that instruction, namely how New Jersey schools go about the implementation of the New Jersey Holocaust/Genocide Mandate, thus has become an issue of primary importance. It was the intent of this research project to examine that very issue in order to describe how the New Jersey Holocaust/Genocide Mandate has been

implemented in New Jersey public middle schools and to ascertain the factors that were most frequently associated with that implementation.

### *Primary Research Question*

The primary research question asked: What is the status of the implementation of the 1994 New Jersey Holocaust/Genocide mandate in public middle schools in New Jersey as defined by the legislation?

In order to determine this, an index of implementation was created in order to quantify the data collected from the survey and determine the level of implementation (High, Medium, or Low) of the Mandate, utilizing the four aspects of the Mandate as outlined above in the language of the legislation.

Responses to specifically identified survey items were coded and a score was totaled from which to determine the level of implementation (Babbie, 1999). A low level of implementation was indicated by responses showing little or no teaching of Holocaust/Genocide or an emphasis on teaching only the historical facts of the Holocaust or other genocides. The medium level of implementation was indicated by responses that showed efforts to go beyond teaching only the historical facts into empathy and understanding of the human issues of the Holocaust and other genocides. A high level of implementation was indicated by responses showing the emphasis placed on a moral/ethical approach in which students utilized historical facts and empathy and understanding of the human issues, but with a focus on student decision-making and critical thinking in their study of the Holocaust and other genocides.

Dawidowicz (1992) provided a framework of questions from which to determine the status of the teaching of the Holocaust. Responses to this framework of questions

provided the data needed to determine the level of implementation of the Mandate and for subsidiary questions. The questions were as follows:

1. Who is teaching it? This question referred to the characteristics of those who were teaching the subject in New Jersey public middle schools. The variables for each school examined in this question included the preparation and expertise of the teacher, how that teacher was assigned, and the ongoing professional development opportunities the teacher has had.
2. Where is it being taught? This question referred to the grade levels and curricula in which Holocaust/genocide instruction occurred. In addition, school input variables, that is, the school structures that supported this instruction, such as interdisciplinary teams, interdisciplinary instruction and demographic information about the school setting, were examined.
3. What is being taught? This question referred to the content and themes that were being addressed. Responses to these indicators provided data, which formed the basis for determining the level of implementation.
4. How is it being taught? This question referred to the strategies, methods, and resources used to teach the Holocaust. These variables were compared among the middle schools in this study at the three levels of implementation (High, Medium, Low).
5. Why is it being taught? This question referred to the reasons or rationales given by each school to teach the Holocaust. Whether the topic was approached from a moral/ethical perspective, as recommended by Holocaust educators and

researchers, rather than from a factual and content approach only, was the focus of investigation in this question.

These questions formed the basis of this descriptive exploratory study, which proposed to assess the level of implementation of the New Jersey Holocaust/Genocide Mandate in public middle schools in the State of New Jersey.

### *Subsidiary Research Questions*

The first subsidiary question asks: What was the relationship of each of the following variables to the level of implementation of the Mandate in New Jersey public middle schools?

1. Teacher preparation
2. Ongoing teacher professional development
3. The methods/strategies/assessments used
4. The types of resources used
5. The rationale(s) given for Holocaust/Genocide education in the school
6. School input variables (These variables include: School instructional structures, school location, school setting, the size of the student population in the school, the number of teachers, and grade levels in the school.)

The hypothesis predicted was that there will be no significant relationship of each of these variables to the level of implementation of the Holocaust/Genocide Mandate. The results indicated which variables had a significant relationship to the three levels of implementation of the Mandate in New Jersey public middle schools.

The second subsidiary question asked: Were there any other variables that had a significant relationship to the level of implementation of the Holocaust/Genocide

Mandate in New Jersey public middle schools? The hypothesis predicted that there were no other variables that had a significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools.

### *Significance of The Study*

According to Brabham (1997), legislation mandating the teaching of the Holocaust, such as the 1994 New Jersey Holocaust/Genocide Mandate, has assumed “critical importance” as the memory of those events passes with the generation of those who experienced the Holocaust. Brabham stated that learning of those events in an appropriate context and manner becomes crucial for those “with no experiential links to the Holocaust” (p. 142).

In the rapidly expanding field of Holocaust education, current thinking has promoted the teaching of the Holocaust in the context of ethics and morality as opposed to teaching the factual content alone (Davies, 2000b; Gregory, 2000b; Shawn, 1995; Totten et al., 2002). This was the basis for defining implementation of the 1994 New Jersey Holocaust/Genocide Mandate, as defined in the legislation. Totten (2000) strongly recommends that educational researchers thoroughly study all aspects of Holocaust education “in order to ascertain the efficacy of such pedagogical endeavors” (p. 103).

Since its enactment in 1994, limited research has been done to determine how the New Jersey Holocaust/Genocide Mandate has been implemented in New Jersey middle schools. A 1998 study done by the Commission on the impact of the Mandate produced results flawed by methodological considerations. The results of this research study will provide data collected in a more systematic manner with a specified sample in order to



determine the status of the implementation of the Mandate in New Jersey public middle schools as defined in the legislation.

Previous research studies, including the 1998 Commission study (Winkler & Rivitz, 2000), indicated the need for prepared teachers and ongoing professional development opportunities for teachers if the implementation of Holocaust education is to occur as defined by the legislation. The work of Holocaust educators across the country and internationally has supported the need for ongoing professional development in content and pedagogy for teachers engaged in Holocaust education, particularly in light of the rapidly expanding field of Holocaust studies and Holocaust education (Davies, 2000b).

In this study, ongoing professional development in Holocaust education referred to specific professional development opportunities offering intensive study over a period of time. For teachers in New Jersey this may include: (a) Teacher seminars/study programs at Yad Vashem, (b) graduate study in Holocaust/Genocide education, (c) utilizing the resources and programs provided by state Holocaust Resource Centers on a regular basis, and (d) participating in specialized programs including "Facing History and Ourselves" (Strom, 1994). These options and others have represented ongoing and intensive professional development for teachers in Holocaust education as defined in this study. The one-day workshop or a presentation by a visiting expert was not the requisite mode of effective professional development for those engaged in Holocaust education.

### *Study Delimitations*

For purposes of this study, Holocaust/Genocide education, that is, the study of how instruction in the Holocaust and other genocides was being addressed in New Jersey

public middle schools, was the focus. The ongoing debate among scholars and practitioners over the universality and uniqueness of the Holocaust was not a significant factor studied in this research project, although this was addressed in the review of the literature.

This research study proposed to investigate the status of the implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools and the factors associated with its implementation. Previous surveys have not focused specifically on New Jersey public middle schools. In addition, the methodology of the 1998 Commission survey indicated the need for a study using more reliable and valid measures that targeted a specific population. The purpose of this study was to describe the status of the implementation of the New Jersey Holocaust/Genocide Mandate in greater depth and specificity than previous studies.

This study was limited to middle school principals in New Jersey public schools, which represented the entire population. The data collected provided a description of how Holocaust education was being implemented in New Jersey public middle schools. Emerging from the data will be the factors that have a significant relationship to the implementation of the Mandate. Since the study was focused on implementation of the Mandate in New Jersey public middle schools, no principals from private or religiously affiliated schools were included as participants in the study. The selection of New Jersey middle schools was a deliberate one, since the 1998 study by the Commission indicated that the highest rate of implementation occurred at the middle school level (Winkler & Rivitz, 2000).

An additional limitation to this research study resulted from the sending of draft copies of the survey to 10 district superintendents or their representatives at their request during the superintendent approval process. This resulted in the exclusion of these 10 districts from the sample in order to maintain the integrity of the study.

The results of this study will be of interest to Holocaust educators throughout the state of New Jersey, and to all engaged in the work of professional development for teachers in Holocaust/Genocide education, on the state, national, and international levels. These included, but were not limited to, Holocaust Resource Centers, Holocaust Museums, and colleges and universities whose course offerings included Holocaust/Genocide studies at the graduate and undergraduate levels.

This study also provided data to guide the efforts of school districts and administrators in New Jersey toward the professional development of teachers in Holocaust/Genocide education and, thereby, help to direct efforts of schools in the implementation of the Mandate. In addition, schools in New Jersey and in other states may find in this study affirmation of the approaches taken in the implementation of Holocaust education in each venue.

The results of this study has also provided data and feedback for the State of New Jersey Commission on Holocaust Education. New Jersey has been cited in many publications and studies as being a leading state in the implementation of Holocaust education in its public schools (Ellison, 2002; Totten & Feinberg, 2001). The findings of this study will allow the Commission to better assess the impact of its efforts in providing middle school teachers throughout the state with professional development opportunities, access to teaching resources, and curricula for teachers to utilize with students in Grades

5-8. This study may also serve as a model for future studies of the implementation of similar Holocaust/Genocide Mandates.

### *Definition of Terms*

*Antisemitism* – A term coined by Wilhelm Marr in 1873, referring to hatred and prejudice toward Jews. The term included the racial notion of Semite, which was created in the 19<sup>th</sup> century, but also was used to refer to hatred and oppression of Jews throughout history (Katz, 1994).

*Genocide* – A term coined by Raphael Lemkin in the 1940s, referring to the mass murder of a group of people connected by ethnicity, culture, or religion (Charny, 1988; Katz, 1994).

*Holocaust* – The United States Holocaust Memorial Museum defined the Holocaust as “a specific genocidal event in twentieth century history: the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945” (Parsons & Totten, 2001). The New Jersey Commission on Holocaust Education defined the Holocaust as “the historic event that resulted in the mass murder of six million Jews, and five million others, at the hands of the Nazis and their collaborators in Europe during the period 1933-1945” (State of New Jersey Commission on Holocaust Education, 2002d).

*Holocaust/Genocide Studies* – An area of scholarly research that has focused on the study of the Holocaust and other genocides.

*Holocaust Resource Centers* – State-designated sites that include resources, materials, and programs designed to support Holocaust education in New Jersey.

*Implementation* – In this study, this referred to instruction in the schools that supported the four aspects of the 1994 New Jersey Holocaust/Genocide Mandate that enabled pupils to understand that: (a) Genocide is a result of prejudice and discrimination; (b) ethical issues have a significant impact on people's lives; (c) there are theories concerning the nature of human behavior that apply; and (c) each citizen bears a personal responsibility to fight racism and hatred (New Jersey Holocaust/Genocide Mandate, 1994).

*1994 New Jersey Holocaust/Genocide Mandate* – Legislation passed by the State Legislature of New Jersey and signed into law by Governor Whitman on April 7, 1994, mandating that “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils” (New Jersey Holocaust/Genocide Mandate, 1994).

*Middle School* – A school designed to meet the learning needs of young adolescents, which typically included the grade levels between elementary school and high school. The configuration of grade levels may vary, but the following are typical: 5-8, 6-8, 7-8.

*State of New Jersey Commission on Holocaust Education* – An autonomous body established by statute by the Legislature of the State of New Jersey in 1991 in order to promote Holocaust education in the State of New Jersey (New Jersey Commission on Holocaust Education, 1991).

## Chapter II

### A Review of the Literature

In recent years, there has been a proliferation of studies related to the teaching of the Holocaust and other genocides. This chapter proposes to present and critique those found to be most pertinent to this study. Also included will be literature related to recommendations regarding the teaching of the Holocaust and to the variables that this study proposes to examine in relation to the implementation of the 1994 New Jersey Holocaust/Genocide Mandate. These included: (a) Teaching the topic in the context of moral/ethical education, (b) teacher preparation, (c) ongoing teacher professional development, (d) the content/themes addressed, (e) the methods/strategies and resources used, (f) the rationales cited for teaching the topic, and (g) school input variables.

Several of the studies addressed more than one of these variables; however, the positioning of the study in this literature review reflects the central research question that each study undertook.

#### *The Context of Moral/Ethical Education*

Previous research studies have indicated that ongoing teacher professional development in Holocaust education was correlated with teaching the Holocaust in the context of morality and ethics as opposed to teaching solely the factual content (Ben-Bassat, 2000; Ellison, 2002; Friedman, 1998, 1999; Gallant & Hartman, 2001; Glanz, 2001; Gregory, 2000b; Hadzima, 1999; Holt, 2001; Schweber, 1998; Shiman & Fernekes, 1999; Short, 1999). This moral/ethical approach was the basis for the legislation

mandating Holocaust/Genocide education in the state of New Jersey (New Jersey Holocaust/Genocide Mandate, 1994).

In a study related to the moral/ethical approach, Elmore (2002) evaluated the impact of the Houston Holocaust Museum's Curriculum Trunk Program on high school students' Holocaust knowledge, attitudes, and understandings. Elmore used both quantitative and qualitative analyses that showed a positive change in students' attitudes from a pretest taken by students 1 week into the program, a posttest at the end of the study, and a follow-up study done 4 months later.

Elmore's (2002) study, which examined the impact of Holocaust education and tolerance training on high school students, proposed to investigate how tolerance can be increased by how or what is taught to students about the factors that lead to genocide. The findings suggested that students who were participants in the program demonstrated an increased knowledge of the Holocaust and showed "more culturally tolerant attitudes" as a result of their participation in the program (Elmore, 2002, Abstract, ¶ 3).

This was indicated by student responses showing "greater empathy and understanding of complex topics," and an ability to generalize lessons from the Holocaust to their own lives (Elmore, 2002, p. 98). From the student responses, Elmore (2002) concluded that students showed a "more integrated and mature understanding" of the concept of prejudice as a result of the program (p. 94). Elmore interpreted the students' responses as indicating that the program "demonstrated the potential to influence students' behavior in the future" (p. 122)

Surprisingly, in a pilot study Elmore (2002) found that student knowledge of the Holocaust increased as a result of the program. However, the results did not show that

students' attitudes were significantly changed, as measured by the questionnaire used in the pilot study. Elmore offered the explanation that the students' attitudinal measure was very high at the start of the study, so that there was little room for growth in students' attitude ratings. Elmore also pointed to the lack of a standard measure to assess Holocaust knowledge and attitudes and to the difficulties of assessing attitudinal changes in individuals.

Elmore's (2002) research had some additional flaws. First of all, in the selection of a sample, the population consisted of students whose teachers most likely had included tolerance training in their teaching. As a result, the students began at a higher level, so that the impact of the Trunk program might be more difficult to assess, even given a pilot test prior to the study.

The importance of Elmore's study to the current study was found in the connection Elmore makes between Holocaust Education and the development of cultural tolerance in students. Both the quantitative and qualitative assessments showed positive attitudinal changes in students from pretest to posttest to the 4-month follow-up. This pointed to the efficacy of teaching prejudice reduction through Holocaust education.

A similar study was undertaken by Carrington and Short (1997), who conducted interviews with 43 students from the ages of 14-16 in order to identify the impact of Holocaust education on antiracist education in Britain and students' notions of citizenship as part of the National Curriculum for citizenship education. Their premise was that teaching the Holocaust helps students become more sensitized to the dangers of intolerance, indifference, and racism. They made the claim that antiracist educators had not yet recognized this potential.



The sample consisted of 22 males and 21 females who were selected primarily because of ease of access. One-on-one interviews were conducted as students were asked a series of questions designed to elicit their knowledge of the Holocaust, their attitudes toward preventing a recurrence, their ability to make connections between the Holocaust and racism, and their perceptions of the personal impact of such teaching.

For example, although the majority of the students recognized the concept of scapegoat (33 students), the responses of 16 students indicated little or no understanding of the concept. Most students were able to connect the Holocaust to an antiracist ethos, although several students did not. Most students believed that racism was a thing of the past, showing no awareness of the more subtle forms of modern-day racism. The researchers concluded that if an antiracist pedagogy only teaches about racism and other human rights issues, then it is not likely to promote citizenship unless students are afforded opportunities to discuss strategies that should be used to oppose racism.

The researchers admitted to flaws in this study: (a) The small sample, (b) the lack of racial and ethnic diversity in the sample, (c) the localized setting, and (d) the often reported tendency for interviewees to say what they think they should say or that the interviewer would like to hear. These methodological considerations prevented this study from being generalized to a larger population without further substantive studies done on a larger scale using a more diverse sample and resulting in similar findings.

The value of this study, however, lay in the connections the researchers attempted to make between teaching the Holocaust and antiracist and citizenship education and the findings they reported. The conclusion was a significant one: That it is simply not enough to teach students facts when the educational goal is a change in attitude or ethos. It was

evident from the students' responses that they had been exposed to the knowledge, but many had not internalized the intended learning.

Hadzima (1999) conducted a qualitative study using open-ended interviews of selected sixth and eighth grade students in an affluent, homogeneous suburban middle school in New Jersey. The purpose of the study was to determine the impact of Holocaust and prejudice reduction education on the selected sample of students in order to assess the effectiveness of the implementation of the New Jersey Holocaust/Genocide Mandate. Both sets of students represented a random sampling of students.

The first group, 10 sixth grade students entering the middle school, had limited or no exposure to Holocaust/prejudice reduction education. The second group of 10 eighth grade students had completed 3 years in the middle school and had participated in a Holocaust/prejudice reduction program.

Hadzima (1999) used a standardized open-ended interview format with each student in each group. Analysis of the data was inductively conducted, with patterns, themes, and categories that emerged from the data. All protocols were followed in securing necessary approvals and permission. The interview questions were piloted as well. Hadzima asked questions in six areas: (a) Experience/behavior, (b) opinion/values, (c) feelings, (d) knowledge, (e) sensory, and (f) background/demographics. Hadzima then conducted a comparative analysis of responses from the sixth and eighth grade students and concluded that the Holocaust/prejudice education program had been effective with these students.

Hadzima's (1999) study utilized an extremely limited sample population in order to generalize to the statewide effectiveness of the New Jersey Holocaust/Genocide

Mandate. That was the major flaw in the study. For the students that were interviewed, and the population draw from for the sample, the results would be less likely to be reliable and therefore generalizable to a larger population. However, the theoretical basis upon which the study was based was solidly grounded, and many of its principles were reflected in this study.

### *Teacher Preparation*

Crouch (1996) surveyed 454 Middle States colleges and universities in order to determine the status of undergraduate Holocaust education in these institutions. This study also involved a survey of an independent panel of survivors and Holocaust scholars for their recommendations of the “essential elements” of an undergraduate course on the Holocaust (p. 9). Although undergraduate education was not the topic of this study, the preparation of teachers for Holocaust education was.

Crouch (1996) found that only 26% of the responding institutions offered one or more undergraduate courses specifically on the Holocaust. Of those institutions reporting by state, New Jersey reported the highest percentage (38%) of courses on the Holocaust. This affirmed the concerns expressed by Holocaust education experts on the lack of preparation for teaching the Holocaust provided for future teachers at the undergraduate level.

Based on the recommendation of experts and on the findings in course syllabi, Crouch (1996) recommended that an ideal undergraduate course also be interdisciplinary. This supported and affirmed the work of Holocaust educators in K-12 education, as they recommended the interdisciplinary approach to help students make the connections between representations of the Holocaust and historical evidence.

Crouch's survey was extensive in the topics and resources from which data were collected. Data were triangulated given the use of personal interviews, written recommendations from Holocaust experts, and from the responses to the survey. In addition, the survey items used in that study provided a basis from which to develop survey questions for K-12 Holocaust education. Overall, this study provided a clear affirmation of the current efforts of experts in Holocaust education for K-12 students.

A study by Fischman (1996) surveyed Holocaust knowledge as taught through Holocaust literature in a sample of 13 American universities. (This included the American Students Overseas Program at Hebrew University in Jerusalem.) The universities from which the population sample was drawn encompassed public and private, religiously affiliated and secular, large and small, graduate and undergraduate institutions.

The specific purpose of the study was "to determine and describe where, how, and why Holocaust literature is being taught in American universities" (Fischman, 1996, p. 4). In the rationale for the study, Fischman linked the preparation of teachers for the classroom directly to university preparation in Holocaust education. A random sample was drawn from interest groups of the International Reading Association and the Modern Language Association, and published educators were also surveyed. Ten notable Holocaust literature educators were interviewed personally using an open-ended series of 10 questions.

The findings led Fischman (1996) to conclude the following: (a) Holocaust literature is a task which is multidisciplinary, (b) the context of history is critical, (c) literature courses that address the Holocaust differ from those that do not in terms of

preparation, materials, methods, and evaluation, and (d) the affective nature of Holocaust literature is necessary and problematic for teachers and students.

As a result of this study, Fischman (1996) made the following recommendations:

(a) Standardization of course content is needed, (b) certification of college instructors should be required, and (c) a longitudinal study of the affective aspects of teaching, as well as reading and responding to Holocaust literature, should be undertaken.

Fischman's view was that values and attitudes can be transmitted through literature, but not without affective involvement of the reader. Fischman discovered that courses involving Holocaust literature were primarily elective and not required. Fischman's findings also indicated that, of the professors who responded, most believe that as a result of the reading of Holocaust literature, the students changed their beliefs and behavior.

Most respondents in the study seemed to agree that Holocaust literature raised questions for students involving moral and ethical values and issues of prejudice and discrimination. The resources they reported using included film, first person testimony of survivors, documentary photographs, art, visual media, and newspapers and periodicals that help students to make connections to current events. These were all recommended resources and approaches for K-12 Holocaust education. Interestingly, the professors who responded also echoed the voices of K-12 educators who emphasized the importance of including the affective as well as the cognitive in teaching the Holocaust.

Fischman also collected data on why professors do not teach Holocaust literature and reported a variety of reasons: (a) Lack of background or training, (b) lack of materials, (c) lack of time, and (d) lack of appropriateness in the specialty area of the

professor. Those not teaching the Holocaust also cited its emotional or affective content, perceived possibility of conflict with students, and some reflected personal prejudices and antisemitism. These mirrored reasons cited by K-12 teachers in other studies for not teaching the Holocaust.

Fischman (1996) pointed to the mandating of Holocaust education in five states and resolutions recommending it in many others as the rationale for university departments to provide courses in aspects of the Holocaust (literature, art, history, film) so that K-12 teachers will be better prepared to teach about the Holocaust and prejudice reduction.

The findings in Fischman's study affirmed the importance those who teach Holocaust literature place on addressing the historical, moral, and ethical implications of teaching about the Holocaust. Fischman strongly recommended further study to examine how state mandates for prejudice reduction and Holocaust education were being implemented, and what impact this implementation will have on teacher preparation and university courses. Although the second recommendation was beyond the scope of this study, it was the intent of this study to provide a description of the implementation at the middle school level in New Jersey.

Fischman's research, although conducted for a doctoral dissertation in Language and Literature, extensively addressed major issues of Holocaust education itself, which were the issues of concern in this study: (a) The importance of the moral/ethical dimension, (b) an interdisciplinary approach, (c) the varied resources used, (d) the more affective and interactive instructional approaches used by those who teach Holocaust literature, and (e) the preparation and expertise of the instructors.

The methodology was both quantitative and qualitative; however, due to the nature of the dissertation research, results are analyzed mainly in a narrative and descriptive manner. Graphs showing frequencies of responses in percentages from the populations surveyed were included in an appendix. No inferential statistics were used to analyze the data or draw relationships from the responses given. The value of this work to future researchers was thus limited by a lack of models as well as substantive analytical results upon which to base further research. That was the major flaw in Fischman's (1996) study.

### *Ongoing Teacher Professional Development*

Donoho (1999) studied the impact of the Arkansas Holocaust Education Committee's Professional Development Conferences on the teaching practices of 331 educators who had participated in them. The study focused on teaching strategies, content areas addressed, and the use of Holocaust education materials provided by the United States Holocaust Memorial Museum. In addition, the study was designed to create a model for the evaluating the effect of professional development conferences on teachers' practices, specifically as these related to teaching the Holocaust.

Donoho's (1999) study proposed to identify variables that had an effect on the outcomes of the Arkansas Holocaust Education Commission Professional Development conferences. The variables identified by participants as having a positive effect included: teacher collaboration, sharing resources, involvement in interdisciplinary units, the content areas teachers addressed, the teaching strategies used, and the resources utilized by these educators.

Donoho (1999) concluded that among the participants in the study there was an increase in the amount of time spent teaching the Holocaust, in the content areas presented, and in the resources used as recommended in the professional development conferences. These increases reflected the inclusion of content, strategies, and resources recommended by other Holocaust educators and experts in the field of Holocaust education and showed the positive impact of on going professional development for educators in the teaching of the Holocaust.

Participants reported that the courses in which the Holocaust was most frequently taught included “history, English, Social Studies and Library/Media” (Donoho, 1999, p. 113). Donoho found that secondary history teachers were less likely to teach about antisemitism, Nazi ideology, the role of the United States, the Nazi rise to power, and death camps. Those teaching English were more likely to utilize student journals, first person accounts, and literature. Donoho also found that those who majored in history as undergraduates are more likely to teach about other genocides. These topics, resources, and strategies were those recommended by experts in Holocaust education. The findings also indicated no significance for the materials recommended by the United States Holocaust Memorial Museum.

Donoho (1999) also compared those respondents who had been participants in the Arkansas Holocaust Education Committee conferences with those participants who reported attending other professional development conferences on the Holocaust. Interestingly, Donoho found that those participants who had also attended other conferences were less likely to spend time teaching about the Holocaust, less likely to collaborate with other teachers when teaching the Holocaust, and less likely to share



interdisciplinary units as part of their collaboration. Donoho (1999) concluded that the Arkansas professional development conferences do provide assistance to teachers in acquiring “historical accuracy, pedagogical strategies and resources” in teaching about the Holocaust (p. 50).

This study provided support for several variables of the current study, namely, the importance of teacher preparation and expertise and sustained and ongoing professional development for those teaching the Holocaust. In addition, the content, teaching strategies, and resources recommended by the Arkansas Holocaust Commission for professional development conferences coincided with the recommendations made by recognized experts in the field of Holocaust education utilized in this study.

The sample was limited to those educators who had participated in at least one conference held by the Arkansas Holocaust Education Committee and, as such, the reported results may not be generalizable to other venues. Overall, the findings indicated the positive impact of sustained and ongoing professional development on Holocaust instruction. In addition, a model for evaluation of professional development conferences was developed as a result of the study, which may have applicability in other settings for further studies.

#### *Content/Themes Addressed*

Perhaps the model most frequently referred to in numerous studies of Holocaust education regarding content and themes was that developed by Dawidowicz in 1992. Dawidowicz examined 25 curricula in order to examine how the Holocaust was being addressed in secondary schools in the United States. The curricula included four each from New York City and Pennsylvania, three each from California and Illinois, two each

from Georgia and Ohio, and one from each of the following: Connecticut, Iowa, Maryland, Massachusetts, Michigan, New Jersey, and New York State.

Dawidowicz found that each of the 25 curricula proposed to give students information and to provide them with a moral and ethical education. The findings led Dawidowicz to conclude that the curricula were better at doing the former than the latter.

In the examination of these 25 curricula, Dawidowicz discovered factual errors and errors of interpretation. For example, many curricula omitted the issues of Christian antisemitism or Nazi racial ideology. Dawidowicz interpreted this as a way some of the curricula avoided potential minefields of opposition. Dawidowicz concluded that most curricula “resort to the concept of prejudice” in order to make the study of the Holocaust more acceptable (p. 73). Dawidowicz also cited the widespread use of simulations, role-playing, games, and puzzles as inappropriate and ineffective in helping students understand the events and issues of the Holocaust.

The particularist approach made itself evident in the description of most curricula as having a focus on influencing “individual attitudes, beliefs, and opinions” and omitting the role of government policy and law in the events of the Holocaust (Dawidowicz, 1992, p. 74). Dawidowicz viewed the emphasis placed on the moral choice of individuals in the curricula examined as negative, emphasizing this view by saying that the primary lesson of the Holocaust is the Sixth Commandment: “Thou shalt not murder” (Dawidowicz, 1992, p. 80)

Perhaps one of the most significantly important outcomes of Dawidowicz’s study were the questions necessary to be addressed in further studies that emerged from her findings. These were the very questions by which data for this study was obtained: Where

is the Holocaust being taught? How? What? Why? To what effect? These questions have been cited or have formed the basis of later research studies, some of which will be cited in this literature review.

Dawidowicz (1992) noted that the system of education in the United States was decentralized and because of that there has been a need to investigate the questions of the study on a larger scale than have previously been examined. However, from the research of curricula from at least seven state departments of education, Dawidowicz conceded and concluded that the topic of the Holocaust was gradually being addressed in the curriculum of secondary schools in the United States. However, Dawidowicz questioned the quality of those curricula.

Although Dawidowicz's study essentially issued a challenge for future researchers to answer the questions posed, the study was quite limited in nature. It was difficult to generalize from a content analysis of those 25 curricula to curricula across the nation. A wider sample of curricula and several on-site investigations of what teachers in school actually teach would have presented a more accurate picture of the status of Holocaust education than this study was able to do.

Bischoping (1995) studied the relationship of Holocaust knowledge to the social factors of generation, education, ethnicity, and gender in order to determine how each influences Holocaust knowledge and attitudes. To collect data at the University of Michigan, Bischoping used a survey with 512 respondents and subsequent in-depth interviews with a small subsample of 40 individuals selected because of the scores they had received on the survey and their ethnic backgrounds. A national survey was

conducted by telephone, as part of a monthly survey of consumer attitudes at the University's Institute for Social Research, involving 491 respondents.

Bischoping's goal was to compare the two samples, university, and national, and to evaluate any differences that might exist. Also, by adding interviews to survey research, Bischoping sought to address the issue of the use of in-depth interviews to complement survey research in order to identify the processes that underlie the relationships between the variables.

Bischoping's findings suggested that the level of education was significantly related to an individual's knowledge of the Holocaust. Findings revealed not only that differences existed between high school and college-educated individuals, but Bischoping noted an increase with each year of education at the university level.

Bischoping did point out one of the flaws in the study, namely that of the students in the university sample, many were Jewish and had more exposure to the Holocaust than respondents in the national sample. This prior knowledge may have skewed the results and impacted on the data indicating the relationship between ethnicity and Holocaust knowledge. In this study, Bischoping acknowledged this and reported that Jewish students were more knowledgeable about the Holocaust than other ethnicities, to the point that they knew more than those who lived at the time of the Holocaust.

The overall conclusion of Bischoping's research was that there was a weak link between knowledge of the Holocaust and attitudes and behaviors. Bischoping attributed this to a schism between knowledge and empathy in Western culture. Bischoping pointed out that Hitler knew much about the Holocaust and that did not engender any sense of humanity in him toward the victims of the Holocaust. Bischoping concluded that the

power of factual knowledge alone to prevent future genocides and refute deniers was weak.

Bischoping's sampling procedures may have been problematic. However, what this study contributed was the recognition that in order to effectively implement Holocaust education in schools, the emphasis must go beyond factual knowledge to delve more deeply into empathy so that students make the connection between the affective and the cognitive in Holocaust education.

Frampton (1989) conducted a descriptive study of curriculum guidelines for Holocaust education, as reported by the 50 state departments of education, which was undertaken just as efforts toward including or mandating Holocaust education began to intensify at state departments of education across the United States. As a result, much of the data could not be considered accurate today. However, this study called attention to areas that state departments of education must continue to attend to in order to provide effective Holocaust education for students.

Frampton surveyed all 50 state departments of education, contacting either the director of curriculum or the person who had been delegated with that responsibility. A questionnaire was mailed to all 50 state departments of education, with a return rate of 100%. Findings indicated that: (a) There was no requirement for teaching Holocaust education currently in operation in any state at the time of the survey (b) Holocaust education was most often taught in Social Studies, and American and World History courses (c) State departments of education had not initiated any efforts to incorporate Holocaust education programs (d) Teachers attempted to prompt states in developing

Holocaust curricula (e) Proposals are needed to change state policy to provide for Holocaust education at the state level.

Frampton (1989) concluded that there was “little evidence” of the impact of Holocaust education and that it would be unlikely that a requirement for Holocaust education would be forthcoming in any state (p. 8). Frampton referred to the heavy reliance of teachers on textbooks for instruction as a barrier to teaching about the Holocaust, citing previous studies (Pate [1980] and Eichner [1980]) as evidence of this. Frampton also recommended both teacher training and ongoing professional development for teachers in Holocaust education and protested the “commemorative or factual treatment” as the only attention given to the Holocaust in most school systems at the time (p. 4).

Frampton’s survey included questions that provided a content analysis of curriculum guidelines from each state in order to ascertain the status of Holocaust education in each state. The study did not “quantify or qualify methods of instruction,” nor did it provide a definition of Holocaust education (Frampton, 1989, p. 19). Frampton cited these limitations to the study. Results from each state were reported in narrative form, including a report on the status of Holocaust education in New Jersey. Tables presented summaries of the data in various categories. There was no descriptive or inferential statistical analysis done on the data.

Frampton (1989) cited New Jersey as one of the states that “provide the most comprehensive treatment of the Holocaust” and provide teachers with resources, materials and guidelines for instruction (p. 95). Frampton described several of these efforts in the narrative.

Frampton noted that Governor Thomas Kean of New Jersey had created an Advisory Council on Holocaust Education by an Executive Order. The purpose of this Council was to make recommendations to the Commissioner of Education for Holocaust curricula and/or programs for New Jersey schools.

In New Jersey, Frampton also noted the existence of a Grade 9-12 Holocaust anthology for students with a curriculum guide for teachers, published by the Anti-Defamation League of B'nai B'rith. Entitled "The Holocaust and Genocide: A Search for Conscience," the six units in this anthology were to be used by teachers as a resource to incorporate into history, literature, art, or other courses (Flaim, Reynolds, Chupak, Furman, & Tubertini, 1983). Frampton lauded the course as "innovative, comprehensive and multi-disciplinary" in promoting Holocaust and genocide education in New Jersey (p. 71).

In a later section of the study, Frampton included the five existing Holocaust Resource Centers in New Jersey in a table listing states with these centers. Only the state of Florida equaled the number of Holocaust Resource Centers at that time.

Frampton made several recommendations as a result of this study: (a) Continued Holocaust studies by educators in teaching the Holocaust, (b) administrative support for on going professional development for teachers, and (c) public recognition of teacher's efforts in teaching the Holocaust. Frampton (1989) also made recommendations to state departments of education: (a) To assess the "status of Holocaust education within their states" (p. 108), (b) to provide school districts with curriculum guidelines for Holocaust education, and (c) to support and encourage Holocaust education. In addressing the status of Holocaust education, Frampton recommended that studies be conducted at the county

level in states to determine if the issue is being addressed and to what extent, an effort that related to the current study.

Overall, Frampton's study provided a yardstick by which to measure the strides that Holocaust/Genocide education has made in the United States since 1989.

### *Methods/Strategies/Resources Used*

Gates-Duffield (1993) observed the teaching and learning practices of two Grade 6 teachers as they implemented a teaching unit that connected racism and prejudice to a study of the Holocaust. Gates-Duffield (1993) noted this study related to the "cognitive, emotional, and metacognitive" development of students as they progressed through the unit designed to develop student awareness and understanding of cultural diversity (Abstract, ¶ 2).

Gates-Duffield's study focused on four areas: (a) The teacher's definition of cultural diversity, (b) its influence on student understanding, (c) the influence of a teacher's knowledge of multicultural education on promoting cultural diversity, and (d) how literature and language arts instruction was used to promote student understanding and awareness of cultural diversity.

Gates-Duffield (1993) concluded that the study revealed four elements related to the unit's success: (a) The use of literature in viewing racism and prejudice, (b) the importance of providing students with a historical context to understand the implications of racism and prejudice, (c) the effectiveness of collaborative learning for students, and (d) the need for time for teacher reflection.

Although this qualitative case study did not specifically relate to Holocaust education, the emphasis in Gates-Duffield's study on multicultural education and



education to reduce racism and prejudice, related to the content of the current investigation. The use of literature, the interactive, collaborative, and reflective teaching strategies and methods, the need for ongoing teacher professional development and teacher reflection, were all recommendations that applied when teaching about the Holocaust and other genocides.

Gates-Duffield used interviews, audio and visual tapes, field notes, lists of resources, samples of student work and responses, and collected pre- and post-responses from students. It was evident from the description of the events in the two classrooms, that there were variables that Gates-Duffield had not accounted for. Most importantly, for the first segment of the unit, each of the teachers' classrooms that were observed had student teachers, whose responsibility it was to implement the unit. Since these fledgling teachers were both struggling to learn the skills of effective instructional and classroom management, the observations themselves did not result in data that could be generalizable to other classroom settings.

### *Rationales*

A study done by Little (1994) on the effects of institutional power on the development of responsibility for character provided evidence that showed that social institutions can indoctrinate the members of a society to adopt "an immoral ideology for evil purposes" (p. 131). Little used the Holocaust as the primary example and attempted to explore reasons why ordinary Germans so quickly obeyed orders, leading to the deportation and systematic murder of millions of people. This research suggested that nearly all of the social institutions in Germany worked in tandem to insure the cooperation of the German people.

Little's work pointed to the need for education that emphasizes the need for moral and ethical behavior. Using the Milgram and Zimbardo experiments, Little pointed to the apparent ease in which subjects adopted the ethos of their superiors under the aegis of institutional sanctions. The main thesis was that the use of power in social institutions "affects the power of individuals to take responsibility for their own character" (Little, 1994, p. v).

Little's study was conducted for a doctoral dissertation in Philosophy, thus the methodology did not coincide with most educational research. However, this work related to the appropriateness and need for moral and ethical education to help students understand and recognize the need to respect others' human rights, which was a key variable in the current investigation.

Reed (1993) studied the antiracist dimensions of Holocaust education, using a case study of the curriculum "Facing History and Ourselves" (FHAO) in a single classroom in Toronto. As a result of the study, Reed concluded that this program, which essentially was a Holocaust education course, promoted antiracist education. This argument clearly related to the connection made between Holocaust education and efforts toward prejudice reduction, one of the variables in the current study.

Reed cited the issues at the core of FHAO as the same as antiracist educators: (a) The causes and effects of racism, (b) the characteristics of antiracist practice, including personal knowledge and understanding, independent and critical thinking, and (c) other issues that are related, such as obedience to authority.

Other variables studied included the materials, resources, and pedagogical approaches used in this course. These included primary source documents, oral histories,

narratives and memoirs. The teacher also utilized reflective journals, written responses, and the importance of questioning one's assumptions and personal decision-making. These approaches answered the question of how this education was accomplished in this case study.

Reed pointed to the development of Nazi racist ideology as an example of racism taken to the extreme. This work echoed the work of those who took the universalist view of the lessons of the Holocaust, namely, that there were lessons to be learned about human behavior, the development of racism in individuals, and the need for people to think critically beyond racial stereotypes. Reed emphasized critical thinking as essential for students to use in antiracist education in order to make moral and ethical decisions.

The findings in case study research were often difficult to apply to other settings. In fact in this case, Reed's presence as an observer may have resulted in the Hawthorne effect (the very fact of being observed may change the behavior of those being observed). However, Reed's results affirmed the widely held notions of Holocaust educators and the foundational basis for the New Jersey Holocaust/Genocide Mandate. The findings also coincided with studies previously cited, which showed a link between the study of the Holocaust and antiracist education.

Schweber (1998) investigated the teaching of the Holocaust as a moral endeavor in four California high schools. A case study approach was used in observing and analyzing the work of four teachers recommended for their expertise in Holocaust studies in the state following the passage of the California mandate for Holocaust education. This research sought to examine the following questions: How do experienced teachers teach about the Holocaust? What are the moral lessons that are implicitly and explicitly

conveyed? What is their impact on students? Schweber collected data from fieldwork observations, interviews with teachers and students, surveys, and examination of student work.

Schweber's study first outlined the theoretical basis for effective Holocaust education. Schweber cited teacher reliance on the textbook, and the emphasis on information and factual content over questions of morality. Schweber pointed to the conflict students were faced with in Holocaust education. The moral lessons of the Holocaust were ignored and the factual content was emphasized.

Using Eisner's model of curriculum, the official curriculum, the intended curriculum, the enacted curriculum, and the experienced curriculum, Schweber painstakingly detailed the content and pedagogy of each of the four teachers through the four phases of the curriculum. One of the purposes of the study was to examine to what extent these four cases represented exemplary teaching of the Holocaust. The study took an in-depth view of the content, resources, and pedagogy these highly recommended teachers used in teaching the Holocaust in an effort to draw some conclusions about how moral education was accomplished through a study of the Holocaust.

Schweber pointed to the fallacy of the widespread belief that because of the very nature of the subject matter itself, students learned moral values. Schweber cited some of the moral lessons to be learned as including questioning authority, opposing laws that are unjust, respecting human rights, and knowing the consequences of legalized racism in a totalitarian government. Schweber's (1994) response to the question: How should students be taught about the Holocaust? was that educating about the Holocaust is a "moral endeavor" (p. 14).

Of the four teachers Schweber observed, one took a factual and knowledge-based approach, one utilized the Holocaust as one example of a genocide with scattered historical information presented, one used an adapted version of a publisher-prepared simulation game in which students were “killed,” and a fourth teacher used a dramatic simulation as part of the unit.

The observations of these four teachers led Schweber to conclude the following:

(a) Four different representations of the Holocaust were presented; (b) all four representations were morally laden to some degree; (c) a high level of student engagement correlated to high moral impact in three of the four classes; (d) different emphases were placed in terms of the historical facts presented, the image of Jews presented, and how the Holocaust was portrayed in all four classes.

Schweber’s analysis of the California mandate for Holocaust education also raised the question of how teachers should be prepared to teach the Holocaust. Schweber pointed to the need for teachers to reflect on their work and to collaborate with each other in the course of their work in order to continue to grow professionally. Schweber also noted that none of the four teachers observed had stressed the use of primary source material or encouraged students to grapple with accounts that conflicted.

Recommendations included providing time for teachers to meet, reflect and exchange ideas and information, to consider how they presented the victims, the bystanders and the perpetrators, and how their style of teaching and the content they presented morally impacted on their students.

Schweber’s study was a rich source of information concerning the moral and ethical dimensions of Holocaust education. Schweber admitted to errors in the

construction and administration of the pre- and posttests given to students in the study. Schweber was able, however, to utilize data from the other data sources to provide corroboration from which to draw conclusions. Schweber spoke to the complexity, yet the necessity, of teaching the Holocaust and noted that teachers adapted the official curriculum to accommodate their own teaching styles and their perceptions of the needs of their students. The overall conclusion of the study was to point out the overwhelming complexity of teaching about the Holocaust.

### *School Input Variables*

Holt's (2001) study of how teachers in Indiana implemented the 1995 Indiana Concurrent Resolution of teaching the Holocaust in middle and high schools closely related to most of the variables in the present study. Holt's study provided a model for developing a survey instrument and an approach to examining the implementation of the New Jersey Holocaust/Genocide Mandate.

Holt surveyed 254 teachers in reading/language arts and social studies from grades 6-12 across the state of Indiana. Holt collected both qualitative and quantitative data from the teachers she surveyed. The findings indicated that: (a) Most teachers (80%) were not familiar with the resolution, (b) Most of the respondents felt prepared to teach the Holocaust mostly through self-study, (c) Teachers reported using multiple resources and strategies, (d) Most teachers felt the Holocaust was an important topic to teach, (e) Many teachers expressed concern about legislative actions and funding and their impact in the classroom.

Holt placed the study of the Holocaust in the moral and ethical context of human rights. The rationale for undertaking the study was to actually assess how teaching about

the Holocaust occurred in Indiana's schools. Using Dawidowicz's questions as a framework, Holt also attempted to identify where Holocaust study occurred in the curriculum, what strategies and resources teachers use in addressing the topic, whether teachers feel prepared to teach about the Holocaust, and to identify examples of teaching about the Holocaust in Indiana.

Although Holt's study was helpful in providing this researcher with a format and model for survey questions, the statistical analysis of the data was limited to frequencies and percentages. The qualitative analysis presented data on the following themes: (a) instructional issues, strategies and resources; (b) appropriateness and importance of the Holocaust; (c) integration of the Holocaust into the curriculum; (d) teacher autonomy; and (e) multiple perspectives. However, for this analysis, Holt limited the presentation to the actual comments made by the teachers, drawing some of the conclusions through the use of percentages only.

Most of Holt's respondents found the Holocaust to be important to teach. Holt found that instructional practices varied and that despite the fact that most respondents felt prepared, they cited the need for additional training and preparation. Holt recommended that school leaders create opportunities for teacher training in effective Holocaust content and pedagogy. Most teachers who responded recommended an interdisciplinary approach using Social Studies and Language Arts in teaching about the Holocaust. Perhaps one of most significant findings was that most respondents agreed that the Holocaust provided the opportunity to address the moral dimension of issues of diversity and social responsibility. Holt's final recommendation was for further study to

determine how Holocaust education is being implemented in other settings, assessing its quality and accuracy. That was the intent of the current study.

Ellison's (2002) study was by far the most comprehensive and complex analysis of the implementation of a state mandate. Ellison surveyed teachers in 410 of the 657 high schools in the state of Illinois with two research goals: (a) To study the implementation of the Illinois State Resolution for Holocaust Education; and (b) to identify the factors that explain the emphasis that certain schools place on Holocaust education.

Using Dawidowicz's analytical questions as a basis from which to collect data, Ellison used descriptive and inferential statistics to analyze the data obtained from an extensive survey. The analysis first used descriptive statistics to provide an overview of the status of the implementation of the Illinois mandate for Holocaust education. Ellison used frequencies, percentages, and correlations and then created an index to determine the level of implementation of the Illinois mandate. This index was based upon: (a) The specific number of days used for teaching the Holocaust, (b) the number of Holocaust-related topics addressed, (c) the number of sources used in Holocaust education, and (d) the number of Holocaust classes reported for a school.

In the analysis Ellison also used inferential statistics to identify the factors that related to the emphasis on Holocaust education in particular schools in terms of the factors related to the school and factors related to the teacher. Two hypotheses were tested: (a) The emphasis on Holocaust education is not related to school factors (b) Emphasis on Holocaust education is not related to teacher factors.



Ellison divided the study of Holocaust education into three subtopics: Sources used, methodology used, and techniques used for student evaluation. Ellison defined compliance with the mandate if a school was found to offer at least a unit of study in a course.

Factors related to the school included: Type of school, socioeconomic level, percentage of school faculty, students and administrators who were Jewish, the proportions of ethnic groups (White, Asian, Native American, African-American, Latino), total school population, the proportion of poorer students, and average ACT scores. Ellison calculated the correlation between each of these factors and the overall emphasis score of the school. Multiple regression was used to find the variables that best accounted for the differences in the overall emphasis score.

The emphasis each teacher placed on Holocaust studies was measured using a combination of the number of topics addressed, number of sources, number of classes devoted to Holocaust studies, and number of days. Ellison collected data on teacher ethnicity, religion, education level, years of experience, and area of specialization. The statistical analysis was calculated in the same manner as described above. Lastly, Ellison used a multiple regression analysis combining all teacher and school factors to determine which were most significant.

Ellison provided a rich description of both teacher factors and school factors in the analysis, using descriptions, frequencies, and percentages. In the findings, Ellison reported that the Holocaust was taught primarily in United States history courses (88.8%), with literature as the next most frequent subject in which the Holocaust was taught (14.4%).

Ellison rejected the first hypothesis, finding that emphasis on Holocaust education increased in larger schools, in suburban locations, with higher proportions of Jewish administrators, faculty, and students, higher proportions of Asian and African-American students, and higher socioeconomic levels. Emphasis decreased with higher proportions of White students and in rural school locations. Ellison found that only 22% of the variance in this multiple regression analysis accounted for the total variance in school factors, concluding that there were other factors not included in the model.

Ellison also rejected the second hypothesis, finding that most of the correlations related to what was termed the “Holocaust profile” of the teacher, referring specifically to the academic preparation of the teachers, including graduate courses they had taken (p. 138). When combining teacher and school factors in a multiple regression analysis, Ellison found that these accounted for 55% of the variance of the emphasis placed on Holocaust studies.

Ellison (2002) concluded by recommending that the academic training and preparation of teachers was “the most effective and realistic way” to increase the emphasis placed on Holocaust education in the schools (p. 153). Ellison cited school administrators as playing a crucial role in making sure that teachers were prepared to teach about the Holocaust so that all students were educated about the Holocaust in all schools. Overall, Ellison (2002) recommended the investigation of the “current state of Holocaust education” in each of the United States (p. 159).

In September of 1997, the New Jersey Commission on Holocaust Education authorized the dissemination of the Holocaust Curriculum Mandate Survey to all public school districts in New Jersey (Winkler & Rivitz, 2000). The purpose was to determine

the status of Holocaust/Genocide education in New Jersey public schools by collecting data in three specific areas: (a) Implementation of the Holocaust/Genocide Mandate (b) Curriculum and (c) Teacher Training/Staff Development.

In the category of Implementation, questions included those related to the following: Grade levels; whether taught as a special subject or a unit; the time spent teaching the subject; specific courses; impact of the Mandate. For the category of Curriculum, questions addressed: The use and effectiveness of materials produced by the Commission; other materials used; appropriateness of recommended curricula; library/media center collections on the subject; availability of curriculum guides to teachers; genocides other than the Holocaust. In terms of Teacher Training/Staff Development, questions involved: The adequacy of teacher background in content and pedagogy; need for staff development in content and pedagogy; willingness of districts to send teachers for staff development; identifying potential teacher trainers in New Jersey school districts; characteristics of effective workshops.

The questions on the survey consisted mainly of Likert scale items, several Yes/No, some circling or filling in of choices, and an open-ended question at the end of the survey asking for suggestions. Results were reported in terms of frequencies and percentages. The survey had a response rate of 98%, which was extremely high.

For Implementation of the Mandate, the findings were as follows:

1. Holocaust/Genocide education was present at all grade levels. A majority of respondents (80%) reported that it was taught primarily as a unit in an existing course and primarily in the Social Studies.

2. Middle school grades included Holocaust/Genocide education in the most number of courses, while high schools were more likely to offer Holocaust/Genocide as an elective course in Grades 10-12.
3. Most (84%) of the responding districts reported that the Mandate has resulted in addressing Holocaust/Genocide education more effectively.
4. A high percentage (89%) of the school districts reported that there has been a positive response to the subject by students and teachers. A majority (56%) of respondents reported that this was true for parents, and 57% reported the same for the community.

For Curriculum, the Commission reported the following results:

1. Most (83%) of the school districts utilized the elementary Holocaust Commission curriculum, "Caring Makes a Difference, K-8," and 95% of these districts found it to be very useful.
2. Over half (72%) of the districts reported using the secondary curriculum offered by the Holocaust Commission, and 94% of these found it to be valuable.
3. A high percentage (97%) of the school districts agreed that the recommended curricula have a sound rationale and 98% agreed that there were clear goals and objectives.
4. The units were also given high rates of agreement for: organization (96%); variety (95%), and meeting diverse student needs (89%).
5. School districts also indicated that library/media center collections have been enhanced (88%) and that other genocides were also being addressed (93%).

For the category of Teacher Training/Staff Development the findings showed:

1. A majority (66%) of the districts responded that teachers had an adequate content background and 70% reported that teachers had an adequate background in teaching strategies in teaching the Holocaust and other genocides.
2. More than half (66%) of all of the responding school districts indicated a need for additional staff development in content and 60% indicated that need in terms of the pedagogy of Holocaust/Genocide education.
3. Most (71%) of the school districts said that their districts would send teachers to training programs in content and pedagogy. A high percentage (98%) felt that the most effective workshops not only provided teachers with rationales, goals, and objectives, but also focused on materials and teaching strategies that can be easily utilized in the classroom.

The results of this survey provided useful and valuable data for the New Jersey Holocaust Commission. However, the survey report itself, compiled by Margolis and submitted in January 1998, admitted a number of limitations. First of all, one survey was sent to each district, not directed to a specific individual such as a teacher, curriculum supervisor, or teacher. As a result, the population sample was not uniform and the resulting responses may have reflected the varied roles of the individuals who completed the forms in the districts. Having a specific target population for the survey may have allowed for greater reliability and validity in the responses.

Secondly, because the surveys were self-reported, the perceptions of the individuals who responded were accepted as findings. However, the issue of trusting the

responses on mailed questionnaires was one that every mailed-out survey was subject to. Thirdly, some of the questions may not have been stated clearly, thus allowing for misinterpretation and misunderstanding of the question, thus affecting the results reported. The fourth point was that statistical analysis was limited to frequencies and percentages, which were limited at best for drawing statistical comparisons, particularly when the sample did not represent a specified group.

Lastly, the survey represented a broad overview of the implementation of the 1994 New Jersey Holocaust/Genocide Mandate, lacking specific details regarding the level of implementation of the Mandate, how it was taught, why it was taught, and what was taught, the questions that the current study proposed to address. Despite these limitations, the survey was a step forward in beginning the process of examining the implementation of the 1994 New Jersey Holocaust/Genocide Mandate.

### Chapter III

#### Methodology

##### *Background*

This research study was qualitative in nature and involved a descriptive case study of the implementation of the 1994 New Jersey Holocaust/Genocide Mandate in New Jersey public middle schools. Merriam (1998) describes such a study as one that examines a phenomenon within its context and presents a “detailed account of the phenomenon under study” (p. 38). Krathwohl supports this view and cites qualitative research as “ideal” for the study of “complex phenomena about which there is little certain knowledge,” such as in the implementation of a program (Krathwohl, 1998, p. 229).

In this research study, data were solicited from 93 principals in New Jersey public middle schools, the context for the implementation of the Holocaust/Genocide Mandate in the state of New Jersey (Merriam, 1998, p. 31). This research study took an approach described by Bogdan and Biklen (1998) as “multi-site,” in which data were collected from multiple sites and “analyzed to develop a descriptive model” (p. 63). The sampling procedure used was “purposive sampling,” in which particular subjects are included due to the expertise or experience they may contribute to the study (Krathwohl, 1998, p. 172).

The potential subjects in this research study were all 364 principals of public middle schools in the state of New Jersey who have direct experience with the supervision of the implementation of the New Jersey Holocaust/Genocide Mandate (Merriam, 1998). The sample of 93 middle schools principals was determined based on

those 71 districts in which the superintendent responded and gave written approval for the research study.

The level of implementation of the Mandate was determined by an index created from the responses to each unit of analysis. According to Babbie (1999), indexes are “composite measures of variables” (p. 146). That is, they allowed the researcher to measure variables using responses to several items on the questionnaire. The index was then constructed by totaling the scores given to each of those responses. For this study, responses to specifically identified survey items were coded and a score was totaled from which to determine the level to which New Jersey public middle schools are implementing the Mandate. This then allowed the researcher in this study to determine a level of implementation (High, Medium, Low) of the New Jersey Holocaust/Genocide Mandate based on the responses given for each questionnaire item related to specific variables.

Criteria for determining the level of implementation were set using the following guidelines. A Low level of implementation was indicated by responses showing little or no teaching of Holocaust/Genocide or an emphasis on teaching only the historical facts of the Holocaust or other genocides. For purposes of data analysis, these responses were assigned a value of 1. The Medium level of implementation was indicated by responses that showed efforts to go beyond teaching only the historical facts into empathy and understanding of the human issues of the Holocaust and other genocides. These responses were assigned a value of 2. A High level of implementation was indicated by responses showing the emphasis placed on a moral/ethical approach in which students utilize historical facts and empathy and understanding of the human issues, but with a focus on



student decision-making and critical thinking in their study of the Holocaust and other genocides. These responses were assigned a value of 3. These criteria, based on the recommendations of Holocaust scholars and on the language of the Mandate legislation, were thus reflected in the coding of the responses (New Jersey Holocaust/Genocide Mandate, 1994).

The data were also analyzed in order to determine what factors indicated a significant relationship to the levels of implementation of the Mandate. A Chi-square ( $\chi^2$ ) analysis was used to compare the observed frequencies to the expected frequencies of each of the following variables at each level of implementation: Teacher preparation; ongoing teacher professional development; the methods/strategies/assessments used; the type of resources used; the rationale(s) given for teaching the Holocaust; and school input variables. Chi-square ( $\chi^2$ ) analysis is a nonparametric test of significance used with data in which the variables are measured on a nominal scale (Rea & Parker, 1997).

The Mann-Whitney rank-sum  $U$  test was then conducted for items showing an expected frequency of less than five. The Mann-Whitney  $U$  test is a nonparametric test which ranks the data, and thus does not require a normal population distribution with equal variances. It is used when sample sizes are small or representation in some subcategories is low, and the variables are independent, not matched or paired. This was done in order to affirm the accuracy and reliability of the Chi-square ( $\chi^2$ ) analysis (Witte & Witte, 1997).

Lastly, data from the survey and from the open-ended question related to each variable were analyzed to determine if any other variables indicated a significant relationship to the levels of implementation of the Holocaust/Genocide Mandate. The

Mann-Whitney rank-sum *U* test was conducted for items showing an expected frequency of less than five.

### *The Data*

The primary data was collected from a survey mailed to 93 principals of New Jersey's public middle schools (See Appendix A). The sample of principals was determined based on those 71 districts in which the superintendent responded and gave written approval for the research study out of the 288 whose approval was requested. The survey was a self-administered questionnaire designed to determine the level of implementation of the Mandate, and secondly, to provide data from which to analyze the relationship of the following variables to the level of implementation of the Mandate: Teacher preparation; ongoing teacher professional development; the methods/strategies/assessments used; the type of resources used; the rationale(s) given for teaching the Holocaust; and school input variables (including school instructional structures, school location, school setting, the size of the student population, the number of teachers, and grade levels in the school).

### *Method*

As the surveys were returned, each was numbered sequentially and dated. The responses were coded and entered into a database using the computer analysis program Statistical Package for the Social Sciences (SPSS-Version 10.0). Items in the survey related to the four areas of Methods/Strategies/Assessments, Resources, Content/Themes, Rationales, were assigned a value from 1-3 (High-3, Medium-2, Low-1). The values of the responses selected by each respondent were totaled and a percentage of the maximum possible sum in each of the four areas and overall was computed for each respondent. The

level of implementation of the Mandate was determined using these percentages for each respondent for each of the four areas and overall.

Criteria were set at 75% of the maximum possible sum for respondents to be categorized at the High level of implementation, and 50% of the maximum possible sum to be categorized at the Medium level. Percentages below 50% were categorized as Low. The acceptable level of implementation was set at the Medium level with a minimum of 50% of the maximum possible sum.

### *Procedures*

An initial listing of all 364 New Jersey public middle schools was obtained through a search of the state Department of Education web site, the New Jersey School Directory. This list was compared with a list of New Jersey middle schools obtained from the office of the New Jersey Commission on Holocaust Education. From those lists, a listing of 288 New Jersey superintendents in public school districts with at least one middle school was compiled.

A letter seeking the approval of the 288 district superintendents was sent on November 19, 2002, with a return response requested (See Appendix B). A stamped self-addressed envelope was included. In total, 107 school districts responded: (a) 71 superintendents gave written approval, (b) 17 responded no, (c) 9 approvals were given by district representatives other than the superintendent, and (d) 10 superintendents requested a review of the survey draft before written approval could be given. The sample was determined based on the 71 districts in which the superintendent responded and gave written approval for the research study.

It should be noted that a limitation to this research study resulted from the sending of draft copies of the survey to 10 district superintendents or their representatives at their request during the superintendent approval process. This resulted in the exclusion of these 10 districts from the sample population, in order to maintain the integrity of the study.

On February 4, 2003, a letter of solicitation (See Appendix C) with a survey was sent to 93 principals of New Jersey public middle schools from the list described above. A stamped self-addressed envelope was enclosed with each survey. Principals were asked to complete the survey and return it in the addressed envelope within 2 weeks. Principals were assured of anonymity for themselves and for their schools and districts.

Of the 93 surveys, 51 were returned within the specified time period, with a response rate of 54.8% noted. One of the returned surveys was not used in data analysis due to a significant amount of missing data, leaving a net response rate of 53.8%. According to Babbie (1999), a response rate of 50% provided an adequate sample for purposes of data analysis and reporting. Thus, the adjusted response rate of 53.8 % was acceptable for the purposes of this study.

The computer program SPSS-Version 10.0 was used for entering the data and for data analysis. In order to insure security of the data, the surveys were kept in a locked cabinet and will be destroyed 3 years following completion of the research study.

#### *Analysis of the Data*

The primary research question asked: What is the status of the implementation of the 1994 New Jersey Holocaust/Genocide Mandate as defined by the legislation in public

middle schools in New Jersey? Data were compiled and categorized based on pre-coding into an index indicating the level of implementation: High, Medium, or Low.

Descriptive statistics, frequencies and percentages were used to further analyze the data collected for each section of the survey, including demographic data.

The first subsidiary question asked: Which of the following variables indicate a significant relationship to the level of implementation: Teacher preparation; ongoing teacher professional development; the methods/strategies/assessments used; the type of resources used; the rationale(s) given for teaching the Holocaust; and school input variables? The hypothesis predicted there would be no significant relationship of each of these variables to the level of implementation of the Holocaust/Genocide Mandate.

Data were aggregated, and descriptive statistics, frequencies and percentages were computed. Chi-square ( $\chi^2$ ) analysis was then used to determine the relationship of each of the variables to the overall level of implementation of the Holocaust/Genocide Mandate. The Mann-Whitney rank-sum *U* test was then conducted for items showing an expected frequency of less than five.

The second subsidiary question asked: Are there any other variables that have a significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools? The hypothesis predicted that there would be no other variables that had a significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools.

Data from the survey and from the open-ended question related to each variable were analyzed to determine if any other variables indicated a significant relationship to the levels of implementation of the Holocaust/Genocide Mandate. Data were aggregated;

and descriptive statistics, frequencies and percentages were computed. A Chi-square ( $\chi^2$ ) analysis was conducted in order to determine if any other variables indicated a significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools. The Mann-Whitney rank-sum *U* test was then conducted for items showing an expected frequency of less than five.

### *The Instrument*

The instrument (See Appendix A) was designed to be a self-administered survey mailed to 93 public middle school principals in order to determine the level of implementation of the New Jersey Mandate for Holocaust/Genocide Education in New Jersey public middle schools. Parameters suggested by Rea and Parker (1997) and Fowler (1995) guided the development of the survey and its questions. Krathwohl (1998) cited questionnaires as allowing the researcher to collect a large amount of data from a large group of participants in an inexpensive way. According to Rea and Parker (1997), the advantages of mail-out surveys included: cost savings, convenience, ample time, anonymity, and less interviewer bias on responses.

An extensive review of the literature, including books and articles by experts and practitioners in the field of Holocaust studies and Holocaust/Genocide education, contributed to the content of the survey questions. The guidelines for teaching the Holocaust recommended by Yad Vashem and the United States Holocaust Memorial Museum provided a firm basis upon which to develop survey questions as well (Imber, 1998; Parsons & Totten, 2001). Also helpful in constructing the questionnaire were surveys used in previous studies, in particular those used by Holt and Ellison (Ellison, 2002; Holt, 2001). A jury of six experts in the field of Holocaust/Genocide education and

the Holocaust itself examined the survey and changes were made to insure the face and content validity of the survey instrument (See Appendix E).

The questionnaire consisted of five sections organized to collect data from the questions derived from Dawidowicz: Where is it taught? Who teaches it? How is it taught? What is taught? Why is it taught? (Dawidowicz, 1992). An additional section requested school demographic information. Each question had a listing of topics for the respondent to check where applicable. Each section also included an open-ended option: "Other-Please Specify." Comments from these open-ended options were compiled and collated for analysis and were included in the descriptions of the findings.

Following input of the data, the values of the responses selected by each respondent were totaled and a percentage of the maximum possible sum in each of the four areas was computed. An overall total sum and a percentage were also computed for each respondent. The level of implementation of High, Medium, or Low was determined using these percentages for each respondent for each of the four areas and overall.

Criteria were set at 75% of the maximum possible sum for respondents to be categorized at the High level of implementation, and 50% of the maximum possible sum to be categorized at the Medium level. Percentages below 50% were categorized as Low. The acceptable level of implementation was set at the Medium level with a minimum of 50% of the maximum possible sum.

Responses for the questions on Teacher Preparation (I. 3) and Teacher Professional Development (I. 4) were assigned a value of one if checked, and zero if not checked, in order to be used in data analysis involving teacher preparation and teacher professional development.

Chi-square ( $\chi^2$ ) analysis of the data was then conducted to examine the variables associated with each level of implementation in order to determine which variables indicated a significant relationship to each level of implementation. Chi-square ( $\chi^2$ ) analysis is used with nominal data and is a nonparametric measure used to compare observed frequencies to expected frequencies (Hinkle, Wiersma, & Jurs, 1998).

The Mann-Whitney rank-sum  $U$  test was then conducted for items showing an expected frequency of less than five. The Mann-Whitney  $U$  test is a nonparametric test which ranks the data, and thus does not require a normal population distribution with equal variances. It is used when sample sizes are small or representation in some subcategories is low, and the variables are independent, not matched or paired. This was done in order to affirm the accuracy and reliability of the Chi-square ( $\chi^2$ ) analysis (Witte & Witte, 1997).

Lastly, Chi-square ( $\chi^2$ ) analysis was conducted on data from additional variables reported in the survey in order to ascertain if any other variables indicated a significant relationship to the levels of implementation of the Holocaust/Genocide Mandate. The Mann-Whitney rank-sum  $U$  test was also conducted for those items showing an expected frequency of less than five.



## Chapter IV

### Analysis of the Data

The purpose of this research study was to describe the levels of implementation of the 1994 New Jersey Holocaust/Genocide Mandate in New Jersey public middle schools, and to ascertain the factors most frequently associated with those levels of implementation.

The primary data were collected from a survey mailed to 93 principals of New Jersey's public middle schools (See Appendix A). This sample of principals was determined based on those 71 school districts in which the superintendent responded and gave written approval for the research study, out of the 288 superintendents whose approval was requested. It should be noted that a limitation to this research study resulted from the sending of draft copies of the survey to 10 district superintendents or their representatives at their request during the superintendent approval process. This resulted in the exclusion of these 10 districts from the sample, in order to maintain the integrity of the study.

### *The Survey*

The survey was a self-administered questionnaire designed to determine the level of implementation of the Mandate, and secondly, to provide data from which to analyze the relationship of the following variables to the level of implementation of the Mandate: Teacher preparation; ongoing teacher professional development; the methods/strategies/assessments used; the type of resources used; the rationale(s) given for teaching the Holocaust; and school input variables (including school instructional

structures, school location, school setting, the size of the student population, the number of teachers, and grade levels in the school) (See Appendix A).

The questionnaire consisted of five sections organized to collect data on the implementation of the Holocaust/Genocide Mandate using questions derived from Dawidowicz: Where is it taught? Who teaches it? How is it taught? What is taught? Why is it taught? (Dawidowicz, 1992). An additional section requested school demographic information. Each question consisted of a listing of topics for the respondent to check if applicable to that middle school. Each question also included an open-ended option: "Other-Please Specify." Comments from these open-ended options were compiled and collated for analysis and are included in the description of the findings.

Figure 1. provides a map of the variables, which related to Dawidowicz's (1992) questions, as found in the survey.

Where is it being taught? (School Input Variables)	Who is teaching it? (Teacher Preparation/ Teacher Professional Development)	What is being taught? (Content/ Themes)	How is it being taught? (Methods/ Strategies/ Assessments/ Resources)	Why is it being taught? (Reasons)
Section I. #1-3 Section V. # 1-5	Section II. #1-4	Section III. #3	Section III. #1-2	Section IV. #1-2

Figure 1. Survey map of the variables.

### *Data Collection*

On February 4, 2003, a letter of solicitation (See Appendix C) with a survey was sent to 93 principals of New Jersey public middle schools. This sample population of principals was determined based on those 71 school districts in which the superintendent responded and gave written approval for the research study. A stamped self-addressed envelope was enclosed with each survey. Principals were asked to complete the survey and return it in the addressed envelope within 2 weeks. Principals were assured of anonymity for themselves and for their schools and districts.

Of the 93 surveys, 51 were returned within the specified time period, with a response rate of 54.8% noted. One of the returned surveys was not used in data analysis due to the significant amount of missing data, leaving a net response rate of 53.8%. According to Babbie (1999), a response rate of 50% provided an adequate sample for purposes of data analysis and reporting. Thus, the adjusted response rate of 53.8 % was acceptable for the purposes of this study.

### *Procedures for Data Analysis*

As the surveys were returned, each was numbered sequentially and dated. The responses to each question were coded and entered into a computer database using the computer data analysis program SPSS-Version 10.0. Frequencies, percentages, and descriptive statistics were then computed for each survey question.

In order to facilitate the analysis of this qualitative data, items in the survey related to the four areas of Methods/Strategies/Assessments, Resources, Content/Themes, and Rationales were assigned a value from 1-3 ( High-3, Medium-2, Low-1). Criteria for assigning the values were set based on the level to which that response reflected the

recommendations of Holocaust educators and scholars and the intent of the Mandate legislation.

Responses for the questions on Teacher Preparation (I. 3) and Teacher Professional Development (I. 4) were assigned a value of one if checked, and zero if not checked, in order to be used for data analysis involving teacher preparation and teacher professional development.

Following input of the data, the values of the responses selected by each respondent were totaled and a percentage of the maximum possible sum in each of the four areas was computed. An overall total sum and a percentage were also computed for each respondent. The level of implementation of High, Medium, or Low was determined using these percentages for each respondent for each of the four areas and overall.

Criteria were set at 75% of the maximum possible sum for respondents to be categorized at the High level of implementation, and 50% of the maximum possible sum to be categorized at the Medium level. Percentages below 50% were categorized as Low. The acceptable level of implementation was set at the Medium level with a minimum of 50% of the maximum possible sum.

Chi-square ( $\chi^2$ ) analysis was then used to determine the statistical significance between the levels of implementation and each of the following variables: Teacher preparation, teacher professional development, the methods/strategies/assessments used, the type of resources used, the rationale(s) given for teaching the Holocaust, and school input variables. Means, frequencies, and percentages were also calculated for each level of implementation. The Mann-Whitney rank-sum *U* test was also conducted for those items showing an expected frequency of less than five.

The Mann-Whitney  $U$  test is a nonparametric test which ranks the data, and thus does not require a normal population distribution with equal variances. It is used when sample sizes are small or representation in some subcategories is low, and the variables are independent, not matched or paired. This was done in order to affirm the accuracy and reliability of the Chi-square ( $\chi^2$ ) analysis (Witte & Witte, 1997).

Lastly, data from the survey and from the open-ended question related to each variable were analyzed to determine if any other variables indicated a significant relationship to the levels of implementation of the Holocaust/Genocide Mandate. The Mann-Whitney rank-sum  $U$  test was conducted for items showing an expected frequency of less than five.

### *Descriptive Profile Data*

Tables 1-6 present descriptive data profiling the middle schools as represented by the respondents. The data shown in these tables are related to school input variables, including school location, school setting, size of the school population, number of teachers, and grade level distribution.

#### *School Location*

The respondents to the survey represented 17 of the 21 counties in New Jersey, as shown in Table 1, which indicates the frequency of the responses from each county. The only New Jersey counties not represented by the respondents were Cape May, Cumberland, Hudson, and Mercer. The data collected thus represented responses from counties in all geographic sections of the state: Northern, central, and southern.

Table 1

*School Location - New Jersey Counties Represented*

County	<i>f</i>	%
Atlantic	1	2.0
Bergen	5	10.0
Burlington	6	12.0
Camden	5	10.0
Essex	1	2.0
Gloucester	3	6.0
Hunterdon	1	2.0
Middlesex	3	6.0
Monmouth	4	8.0
Morris	7	14.0
Ocean	2	4.0
Passaic	3	6.0
Salem	1	2.0
Somerset	1	2.0
Sussex	1	2.0
Union	5	10.0
Warren	1	2.0
Total	50	100.0

### *School Setting*

As shown in Table 2, the most frequently reported school setting of the respondents was suburban, with 72% ( $n = 36$ ) of the respondents selecting that category.

Table 2

#### *School Setting – Frequencies and Percents*

School setting	<i>f</i>	%
Urban	8	16.0
Suburban	36	72.0
Rural	6	12.0
Total	50	100.0

### *Grade Levels*

As shown in Table 3, the most frequently reported grade level distribution in the public middle schools surveyed was for grades 6-8, with 56% ( $n = 28$ ) of the schools reporting that distribution.



Table 3

*Grade Level Distribution – Frequencies and Percents*

Grade levels	<i>f</i>	%
5-8	9	18.0
6-8	28	56.0
7-8	9	18.0
Other	4	8.0
Total	50	100.0

*School Size*

In the category of school size, as represented by Total School Population, 74% ( $n = 37$ ) of the respondents reported a total school population of over 500 students, as shown in Table 4.

Table 4

*Total School Population – Frequencies and Percents*

Total school population	<i>f</i>	%	Cumulative %
Under 100	1	2.0	2.0
100-300	3	6.0	8.0
300-500	9	18.0	26.0
Over 500	37	74.0	100.0
Total	50	100.0	

### *Number of Teachers*

Table 5 presents frequencies of the number of teachers in the school. The most frequently reported number of teachers in the school was 50+, at 66% ( $n = 33$ ), followed by 22% ( $n = 11$ ) for 31-50 teachers. Frequencies showing the number of teachers involved in Holocaust/Genocide education are presented in Table 6. The most frequently reported category was 0-5, with 38% ( $n = 19$ ) of the respondents selecting this category, followed by 36% ( $n = 18$ ) reporting 6-10 teachers involved in Holocaust/Genocide education.

Table 5

#### *Number of Teachers – Frequencies and Percents*

Number	<i>f</i>	%	Cumulative %
1-10	1	2.0	2.0
11-20	1	2.0	4.0
21-30	4	8.0	12.0
31-50	11	22.0	34.0
50+	33	66.0	100.0
Total	50	100.0	

Table 6

*Number of Teachers Involved in Holocaust/Genocide Education*

Number	<i>f</i>	%	Cumulative %
0-5	19	38.0	38.0
6-10	18	36.0	74.0
11-15	8	16.0	90.0
16-25	3	6.0	96.0
25+	2	4.0	100.0
Total	50	100.0	

*Determining the Level of Implementation*

The primary research question asked: What is the status of the implementation of the 1994 New Jersey Holocaust/Genocide Mandate as defined by the legislation in public middle schools in New Jersey?

In order to determine the status of the implementation of the Mandate, a level of implementation was first determined. Data from each respondent was compiled and aggregated by totaling the values assigned to each item selected by each respondent in each of the four areas: Methods/Strategies/Assessments, Resources, Content/Themes, Reasons (Rationales). Criteria for assigning the values were set based on the level to which that response reflected the recommendations of Holocaust educators and scholars and the intent of the Mandate legislation. Table 7 indicates the survey questions and the coding values used for each question item.

Table 7

*Coding Values of Survey Questions*

Section/Question	High level Value-3	Medium level Value-2	Low level Value-1
III. 1. Methods/ Strategies/Assessments	C,H,I,J,M, N,O,P,R	A,D,E,F,L,S	B,G,K,T
III. 2. Resources	A,B,C,E,K, L,M	C,F,G,H	I,J
III. 3. Content/Themes	E,H,I,J,Q,R,S, T,U,V,W,X,AZ	A,B,F,G,K,Y,Z	C,D,L,M,N,O,P
IV. 1. Reasons	D,E,F,G,H,I,J,K, L,M,N,O,Q,R	C,P	A,B

Labeling by letter for Questions III. 1, 2, 3 was done to facilitate coding for data input and analysis. Since the coding for these items was done after the distribution of the surveys, the labeling of the items does not appear on the survey itself.

Using SPSS-Version 10.0, data from each respondent were totaled using the values of the selected responses by each respondent in each area. The sums in each of the four areas were then totaled to reach an overall total sum. Table 8 shows the maximum possible sum for each area and for the total sum.

Table 8

*Values - Maximum Possible Sums*

Methods/Strategies/ Assessments (Question III.1)	Resources (Question III.2)	Content/ Themes (Question III.3)	Reasons (Rationales) (Question IV.1)	Total Sum
45	31	63	48	187

From these sums, a percent was computed for each respondent for each area and overall. The level of implementation of the Mandate of High, Medium, or Low was then determined using these percentages. To determine the level of implementation of the Mandate, criteria were set at 75% for the High level of implementation and 50% of the maximum possible sum for the Medium level. Percentages below 50% were categorized as Low. The acceptable level of implementation was set at the Medium level with a minimum of 50% of the maximum possible sum.

Table 9 presents descriptive statistics for the findings in each of the four areas and the total sum. The range of reported sums shown for each area is wide. The mean shown for each of the four areas and the total sum exceeds the 50% criteria level set for a Medium level of implementation of the Mandate, as shown in Table 10. In no case did the mean exceed the 75% criteria set for a High level of implementation.

Table 9

*Descriptive Statistics for Sums in Each Area*

		Methods/Strategies/ Assessments	Resources	Content/ Themes	Reasons	Total
<i>N</i>	Valid	50	50	50	50	50
	Missing	0	0	0	0	0
Mean		24.44	18.96	36.12	28.08	107.56
Mode		20	24 <sup>a</sup>	60	17	84
Range		40	34	59	45	156
Minimum		2	1	4	2	28
Maximum		42	35	63	47	184
Percentiles	33.33	20.00	15.00	25.00	20.00	84.00
	66.67	29.00	23.00	44.00	37.00	128.00

*Note.* <sup>a</sup>Multiple modes exist. The smallest value is shown.

Table 10

*Percents of the Means -- Sums and Total Sum*

Sums	<i>M</i>	% Possible Maximum
Methods/Strategies/Assessments	24.44	54.3
Resources	18.96	61.2
Content/Themes	36.12	57.3
Reasons (Rationales)	28.08	58.5
Total Sum	107.56	57.5

Frequency tables are shown for each area and a total overall ranking of High, Medium, or Low level of implementation of the Mandate in Tables 11-15. Also shown are the percentages of respondents at the High and Medium levels of implementation in each area. These were labeled as groups and showed a range of percentages from 50% to 64%, thereby meeting the criteria of 50% for an acceptable level of implementation.

Table 11

*Frequencies – Methods Group*

Level of implementation	<i>f</i>	%	% Acceptable level of implementation
Low	25	50.0	-----
Medium	15	30.0	30.0
High	10	20.0	20.0
Total	50	100.0	50.0

As presented in Table 11, the data from this study indicated that in the Methods group, with 30% of the respondents at the Medium level of implementation and 20% at the High level of implementation, 50% of the respondents met the criteria for an acceptable level of implementation of the 1994 New Jersey Holocaust/Genocide Mandate. This data then indicated that in 50% of the schools responding, the methods, strategies, and assessments used to implement the 1994 New Jersey Holocaust/Genocide Mandate met the 50% level set as acceptable in this study.



Table 12

*Frequencies – Resources Group*

Level of implementation	<i>f</i>	%	% Acceptable level of implementation
Low	18	36.0	-----
Medium	15	30.0	30.0
High	17	34.0	34.0
Total	50	100.0	64.0

The data from this study, as shown in Table 12, indicated that in the Resources Group, with 30% of the respondents at the Medium level of implementation and 34% at the High level of implementation, 64% of the respondents reported using resources which exceeded the 50% criteria for an acceptable level of implementation of the 1994 New Jersey Holocaust/Genocide Mandate as set by this study.

Table 13

*Frequencies - Content Group*

Level of implementation	<i>f</i>	%	% Acceptable level of implementation
Low	23	46.0	-----
Medium	13	26.0	26.0
High	14	28.0	28.0
Total	50	100.0	54.0

As presented in Table 13, the data from this study indicated that in the

Content/Themes group, with 26% of the respondents at the Medium level of implementation and 28% at the High level of implementation, 54% of the respondents met the criteria for an acceptable level of implementation of the 1994 New Jersey Holocaust/Genocide Mandate. This data then indicated that in 54% of the schools responding, the content and themes addressed implemented the 1994 New Jersey Holocaust/Genocide Mandate at a level which exceeded the 50% level set as acceptable in this study.

Table 14

*Frequencies - Reasons Group*

Level of implementation	<i>f</i>	%	% Acceptable level of implementation
Low	21	42.0	-----
Medium	12	24.0	24.0
High	17	34.0	34.0
Total	50	100.0	58.0

The data presented in Table 14 indicated that in the Reasons group, with 24% of the respondents at the Medium level of implementation and 34% at the High level of implementation, 58% of the respondents met the criteria for an acceptable level of implementation of the 1994 New Jersey Holocaust/Genocide Mandate. This data then indicated that in 58% of the schools responding, the total for reasons cited for implementing the 1994 New Jersey Holocaust/Genocide Mandate exceeded the 50% level set as acceptable in this study.

Table 15

*Frequencies - Total Group*

Level of implementation	<i>f</i>	%	% Acceptable level of implementation
Low	21	42.0	-----
Medium	16	32.0	32.0
High	13	26.0	26.0
Total	50	100.0	58.0

As presented in Table 15, the data from this study showed that in the Total group, with 32% of the respondents at the Medium level of implementation and 26% at the High level of implementation, 58% of the respondents met the criteria for an acceptable level of implementation of the 1994 New Jersey Holocaust/Genocide Mandate.

Figure 2 shows a comparison of the High, Medium, and Low levels of each group by percentage. These data show the Low level to be the highest percentage of each group. Although the Medium level ranges from 24% to 32%, the percent of the High level was greater than the Medium level for both the Resources and the Reasons group. The greatest disparity in percent between the High, Medium, and Low levels was seen with the Methods group, with the High level at 20% and the Low level at 50%. The most even distribution of percents was evident in the Resources group, with the Medium level at 30%, the High level at 34%, and the Low level at 36%.

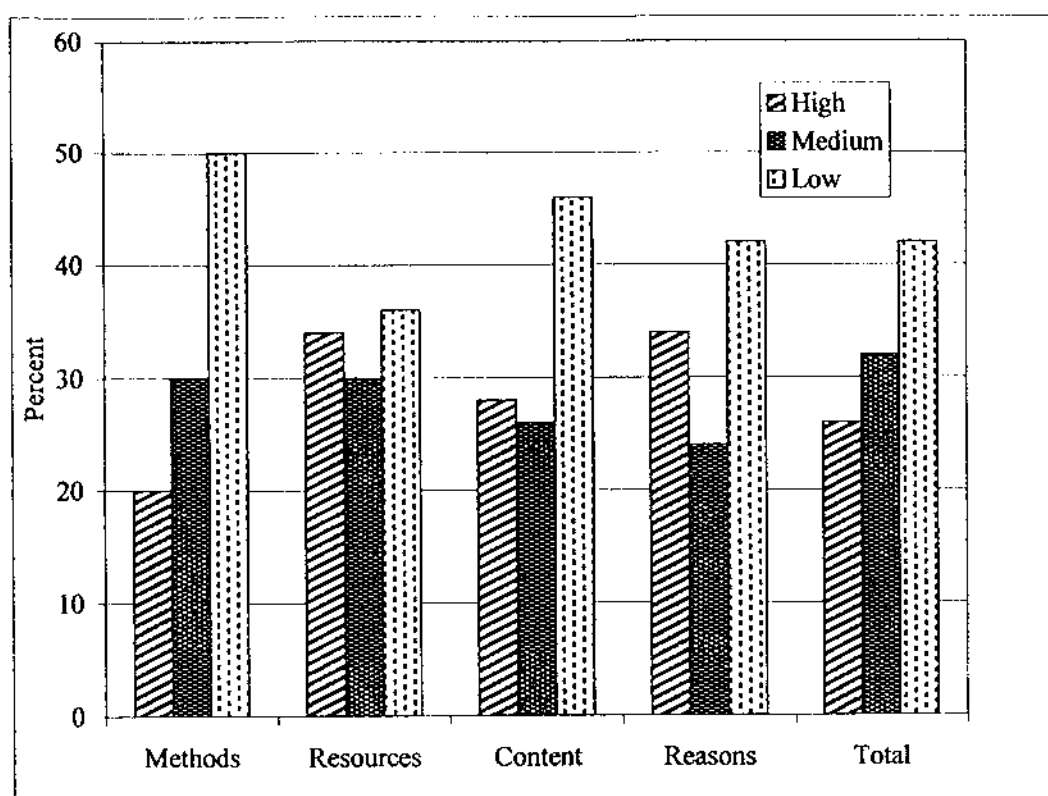
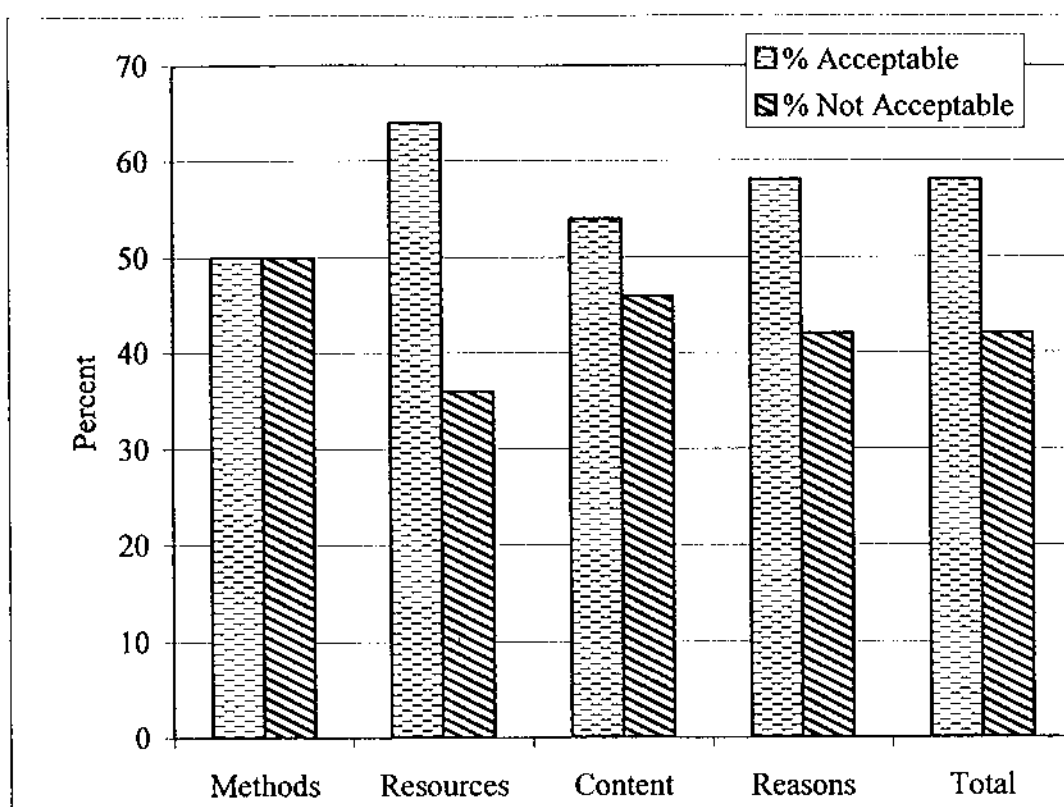


Figure 2. Comparison of High, Medium, and Low levels of each group by percent.

As shown in Figure 3, the aggregated data indicated that all of the groups met or exceeded the 50% level set as acceptable in this study. The data thus suggested that the level of implementation of the 1994 New Jersey Holocaust/Genocide Mandate was at an acceptable level in the Methods, Resources, Content, Reasons or Rationales, and overall Total as reported by the public middle schools responding to the survey.



**Figure 3.** For each group, a comparison of the % Acceptable and % Not Acceptable levels of implementation of the New Jersey Holocaust/Genocide Mandate.

### *Analysis of the Variables*

The first subsidiary question asked: Which of the following variables indicate a significant relationship to the level of implementation: Teacher preparation; ongoing teacher professional development; the methods/strategies/assessments used; the type of resources used; the reasons or rationales given for teaching the Holocaust; and school input variables?

The hypothesis predicted that there would be no significant relationship of each of these variables to the level of implementation of the Holocaust/Genocide Mandate. An analysis of the data first involved determining the frequencies and percentages for each of these variables.

#### *Teacher Preparation*

Table 16 presents frequencies and percents for Question II. 3, Teacher Preparation. As reported by respondents and shown in Table 16, the frequencies and percentages for “yes” responses were greater than “no” responses, for the following three items: Conferences and workshops sponsored by the Commission (60%,  $n = 30$ ); one-day conferences and workshops (62%,  $n = 31$ ); and professional reading and self-study (84%,  $n = 42$ ). Professional reading/self-study was reported as the most frequent preparation for teaching Holocaust/Genocide.

As indicated in Table 16, the findings of this study showed 36% ( $n = 18$ ) of the respondents reporting undergraduate courses and 30% ( $n = 15$ ) reporting graduate courses as preparation for teaching Holocaust/Genocide. No respondents reported Mandel fellowships. The five respondents reporting “Other” cited teacher collaboration, in-service presentations, visits to the United States Holocaust Memorial Museum,

professional travel, and the study of art and music as preparation for teaching Holocaust/Genocide. Multi-day workshops were reported by 14% ( $n = 7$ ) of the respondents, as compared to 62% ( $n = 31$ ) of the respondents who reported one day teacher workshops/conferences as teacher preparation. Teacher Preparation involving study at international institutions and programs and the New Jersey Commission Summer Study Program was reported by  $n = 13$  (26%) and  $n = 5$  (10%) respondents, respectively.



Table 16

*Frequency - Teacher Preparation*

Individual item	<i>f</i>	%	<i>f</i>	%	Total	Total
	Yes	Yes	No	No	<i>N</i> = 50	%
Professional reading/self-study	42	84.0	8	16.0	50	100.0
One day teacher	31	62.0	19	38.0	50	100.0
conferences/workshops						
NJ Commission	30	60.0	20	40.0	50	100.0
conferences/workshops						
Undergraduate courses	18	36.0	32	64.0	50	100.0
Graduate courses	15	30.0	35	70.0	50	100.0
Study at international Holocaust	13	26.0	37	74.0	50	100.0
institutions/programs						
Multi-day teacher	7	14.0	43	86.0	50	100.0
conferences/workshops						
NJ Commission summer study	5	10.0	45	90.0	50	100.0
program						
Mandel fellowship	0	0.0	50	100.0	50	100.0
Other	5	10.0	45	90.0	50	100.0

Chi-square ( $\chi^2$ ) analysis was then used to determine whether the difference between the observed and expected frequencies indicated statistical significance between the levels of implementation and Teacher Preparation. The hypothesis predicted that there

would be no significant relationship of Teacher Preparation to the level of implementation of the Holocaust/Genocide Mandate.

Cross tabulations were conducted between each of the separate items listed for Teacher Preparation and each of the groups (Methods, Resources, Content/Themes, Reasons, and Total groups) in order to determine if the observed frequencies had a statistically significant relationship to the expected frequencies.

Table 17 presents those items in Question II. 3 (Teacher Preparation), that showed statistical significance using the Chi-square ( $\chi^2$ ) test. As shown in Table 17, statistical significance at the  $p < .05$  level was observed between the Reasons group and graduate courses. The observed Pearson Chi-square value equals 7.326, with 2 degrees of freedom and a  $p$ -value of .026, which is statistically significant at the  $p < .05$  level. This suggests that graduate courses do make a difference in the reasons cited for teaching the Holocaust.

Table 17

*Teacher Preparation – Chi-square ( $\chi^2$ ) for Individual Items*

Individual item	Group	$\chi^2$	df	p
Graduate courses	Reasons	7.326 <sup>a</sup>	2	.026
Study at international Holocaust institutions/ programs	Methods	8.559 <sup>b</sup>	2	.014
	Resources	9.738 <sup>c</sup>	2	.008
	Reasons	6.888 <sup>d</sup>	2	.032
NJ Commission on Holocaust Education summer study program	Methods	7.407 <sup>e</sup>	2	.025
Conferences/workshops sponsored by NJ Commission on Holocaust Education	Reasons	6.125 <sup>a</sup>	2	.047
One day teacher workshops/conferences	Resources	8.007 <sup>a</sup>	2	.018
	Content	6.210 <sup>a</sup>	2	.045
	Total	6.398 <sup>a</sup>	2	.041

*Note.* <sup>a</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.60. <sup>b</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.60. <sup>c</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 3.90. <sup>d</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.12. <sup>e</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.00.

As Table 17 indicates, study at international Holocaust institutions and programs showed statistical significance at the  $p < .05$  level with the Methods group ( $p = .014$ ), the Resources group ( $p = .008$ ), and the Reasons group ( $p = .032$ ). One day teacher workshops and conferences were shown to be statistically significant for the Resources ( $p = .018$ ), Content ( $p = .045$ ), and Total ( $p = .041$ ) groups. Conferences and workshops sponsored by the New Jersey Commission on Holocaust Education were also shown to be statistically significant for the Reasons group, with a  $p$ -value of .047.

Given the fact that in five of the cases cited in Table 17, one to three cells had an expected count of less than 5, further analysis was conducted on those items using the Mann-Whitney rank-sum  $U$  test. The results are shown in Table 18. The Mann-Whitney rank-sum test indicated statistical significance at the  $p < .05$  level between study at Holocaust institutions and the Methods, Reasons, and Resources groups. This was seen between the Low and High levels of the Methods group ( $p = .004$ ); between the Low and High levels of the Reasons group ( $p = .010$ ); in the Resources group, between the Low and High levels ( $p = .009$ ) and the Medium and High levels ( $p = .021$ ).

Using the Mann-Whitney test, statistical significance at the  $p < .05$  level was also found between graduate courses and the Low and Medium ( $p = .010$ ) and the Low and High levels of the Reasons group ( $p = .032$ ), which was not the case between graduate courses and the High and Medium levels ( $p = .778$ ). Although the mean rank for the Low level was higher when compared to the Medium or High levels, the findings indicated that the Low level did not score significantly higher than either the Medium or the High level, as would be expected.

Table 18  
*Teacher Preparation – Mann-Whitney U Test*

Individual item	Group	Levels	n	Mann-Whitney U	p
Study at international Holocaust institutions/ programs	Resources	Medium	15	77.000	.021
		High	17		
	Resources	Low	18	89.000	.009
		High	17		
	Methods	Low	25	65.000	.004
		High	10		
	Reasons	Low	21	111.500	.010
		High	17		
Graduate courses	Reasons	Low	21	111.500	.010
		High	17		
	Reasons	Low	21	85.500	.032
		Medium	12		
NJ Commission on Holocaust Education summer study program	Methods	Low	25	87.500	.005
		High	10		

Overall, these findings supported the results of the Chi-square ( $\chi^2$ ) analysis, suggesting that the difference between observed and expected frequencies regarding study at International Holocaust institutions and programs, is significant for the Methods,

Resources, and Reasons groups. Similar findings were noted between graduate courses and the Low and High levels and the Low and Medium levels of the Reasons group, and between the New Jersey Holocaust Commission Summer Study Program and the Low and High levels of the Methods group, as shown in Table 18.

Responses for the items on Teacher Preparation (II. 3) were assigned a value of one if checked, and zero if not checked. The number of checked responses were totaled for each respondent and a determination of High, Medium, and Low was made for the variable of Teacher Preparation. The observed and expected frequencies for these were tested using Chi-square ( $\chi^2$ ) analysis. Statistical significance at the  $p < .05$  level was found between Teacher Preparation and the Reasons group, the Content group, and the Resources group. These findings are shown in Table 19.

Table 19

*Teacher Preparation – Chi-square ( $\chi^2$ ) Analysis of Groups*

Group	$\chi^2$	df	p
Resources	9.526 <sup>a</sup>	4	.049
Content	10.703 <sup>b</sup>	4	.030
Reasons	14.013 <sup>c</sup>	4	.007

*Note.* <sup>a</sup>2 cells (22.2%) have expected count less than 5. The minimum expected count is 4.20. <sup>b</sup>4 cells (44.4%) have expected count less than 5. The minimum expected count is 3.64. <sup>c</sup>4 cells (44.4%) have expected count less than 5. The minimum expected count is 3.36.

A Mann-Whitney *U* test supported the findings of the Chi-square analysis, indicating significance at the  $p < .05$  level between the Low level and the Medium and High levels for the Resources, Content, and Reasons groups. No significance was noted between the Medium and High levels for any group. Table 20 shows these findings.

Table 20

*Teacher Preparation – Mann-Whitney U Test*

Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Resources	Low	18	65.500	.008
	Medium	15		
	Low	18	94.500	.038
	High	17		
Content	Low	23	77.000	.011
	Medium	13		
	Low	23	89.500	.017
	High	14		
Reasons	Low	21	69.500	.001
	High	17		

The hypothesis that there would be no significant relationship between Teacher Preparation and the level of implementation of the Holocaust/Genocide Mandate was thus rejected based on the findings from the data analysis which indicated that there existed a significant relationship between Teacher Preparation and the level of implementation of the Mandate.

*Teacher Professional Development*

Data representing frequencies and percents for Teacher Professional Development are presented in Table 21. Professional reading/self-study ( $n = 26$ , 52%) and one day teacher workshops ( $n = 25$ , 50%) were the items most frequently reported as “yes” by respondents for Teacher Professional Development. The findings showed that undergraduate and graduate courses were reported “yes” by only 14% ( $n = 7$ ) and 16% ( $n = 8$ ) of the respondents respectively. Conferences and workshops sponsored by the New Jersey Holocaust Commission were reported “yes” by 40% ( $n = 20$ ) of the respondents. An almost even number of respondents reported professional reading/self-study ( $n = 26$ , 52%) as not ( $n = 24$ , 48%). As with Teacher Preparation, no respondents responded “yes” to the Mandel fellowship for Teacher Professional Development.



Table 21

*Frequency - Teacher Professional Development*

Teacher professional development	<i>f</i>	%	<i>f</i>	%	Total	Total
	Yes	Yes	No	No	<i>N</i> = 50	%
Professional reading/self-study	26	52.0	24	48.0	50	100.0
One day teacher conferences/workshops	25	50.0	25	50.0	50	100.0
NJ Commission conferences/workshops	20	40.0	30	60.0	50	100.0
Study at international Holocaust institutions/programs	11	22.0	39	78.0	50	100.0
Graduate courses	8	16.0	42	84.0	50	100.0
Undergraduate courses	7	14.0	43	86.0	50	100.0
NJ Commission summer study program	6	12.0	44	88.0	50	100.0
Multi-day teacher conferences/workshops	5	10.0	45	90.0	50	100.0
Mandel fellowship	0	0.0	50	100.0	50	100.0
Other	1	2.0	49	98.0	50	100.0

The observed and expected frequencies for these were tested using Chi-square ( $\chi^2$ ) analysis to determine the statistical significance between the levels of

implementation and Teacher Professional Development. The hypothesis predicted that there would be no significant relationship of Teacher Professional Development to the level of implementation of the Mandate.

First, cross tabulations were conducted between each of the separate items listed for Teacher Professional Development and each of the groups in order to determine if the observed frequencies had a statistically significant relationship to the expected frequencies. Table 22 presents those items in Question II. 4 (Teacher Professional Development) that showed statistical significance at the  $p < .05$  level using the Chi-square ( $\chi^2$ ) test.

Table 22

*Teacher Professional Development – Chi-square ( $\chi^2$ ) for Individual Items*

Individual item	Group	$\chi^2$	df	p
Study at international	Methods	7.615 <sup>a</sup>	2	.022
Holocaust	Resources	9.714 <sup>b</sup>	2	.008
institutions/programs				
One day teacher	Content	6.785 <sup>c</sup>	2	.034
workshops/conferences	Total	6.103 <sup>c</sup>	2	.047

*Note.* <sup>a</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.20. <sup>b</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 3.30. <sup>c</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 6.50.

Of the items in Teacher Professional Development, two showed statistical significance at the  $p < .05$  level. Study at international Holocaust institutions and programs was shown to be statistically significant with the Methods group ( $p = .022$  with 2 degrees of freedom) and with the Resources group ( $p = .008$  with 2 degrees of freedom). One day teacher workshops and conferences showed statistical significance with the Content group ( $p = .034$  with 2 degrees of freedom) and with the Total group ( $p = .047$  with 2 degrees of freedom).

As shown in Table 23, further analysis using the Mann-Whitney test supported these findings. Statistical significance at the  $p < .05$  level was shown between study at international Holocaust institutions and programs and the Low and High levels of the Resources group ( $p = .006$ ), the Low and High levels of the Methods group ( $p = .006$ ), and the Medium and High levels of the Resources group ( $p = .043$ ). Statistical significance was also shown between one day teacher workshops/conferences and the Low and High levels of the Content group ( $p = .017$ ) and the Total group ( $p = .015$ ).

Table 23

*Teacher Professional Development – Mann-Whitney U Test*

Individual item	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Study at international Holocaust institutions/programs	Resources	Low	18	89.500	.006
		High	17		
	Resources	Medium	15	84.500	.043
		High	17		
	Methods	Low	25	72.500	.006
		High	10		
One day teacher workshops/conferences	Content	Low	23	95.000	.017
		High	14		
	Total	Low	21	77.000	.015
		High	13		

Overall, these findings suggest that the difference between the observed and expected frequencies regarding study at international Holocaust institutions and programs is significant for the Methods and Resources groups, and is significant for one day teacher workshops/conferences with the Content and Total groups.

Responses for the items on Teacher Professional Development (Question II. 4) were also assigned a value of one if checked, and zero if not checked. The number of checked responses were totaled for each respondent and a determination of High, Medium, and Low was made for the variable of Teacher Professional Development. The

observed and expected frequencies for these were then tested using Chi-square ( $\chi^2$ ) analysis.

Although statistical significance at the  $p < .05$  level was not found between Teacher Professional Development and the Low, Medium, and High levels of the Methods ( $p = .072$ ), Resources ( $p = .060$ ), Content/Themes ( $p = .351$ ), Reasons ( $p = .261$ ), and Total ( $p = .060$ ) groups, the  $p$ -values for Methods, Resources, and the Total groups are close to meeting the criteria for statistical significance at  $p < .05$ . Further analysis using the Mann-Whitney rank sum  $U$  test, however, did indicate statistical significance at the  $p < .05$  level between Teacher Professional Development and the Low and High levels of the Total group with a  $p$ -value of .027.

For each group however, the frequency for the Low level was much higher than for the Medium and High levels. As such, the observed frequency was consistent with the expected frequency.

The hypothesis predicted that there would be no significant relationship of Teacher Professional Development to the level of implementation of the Holocaust/Genocide Mandate was thus rejected based on the findings presented from the data analysis. From the findings of this study, it can be concluded that a significant relationship was shown between Teacher Professional Development and the level of implementation of the New Jersey Holocaust Genocide Mandate.

#### *Methods/Strategies/Assessments*

Frequencies and percentages for the Methods/Strategies/Assessments reported by respondents are presented in Table 24. As shown in the table, class discussions ( $n = 49$ , 98%), reading assigned texts ( $n = 47$ , 94%), and films and videos ( $n = 43$ , 86%), were the

most frequently reported by respondents as used in teaching Holocaust/Genocide. Each of these were coded “2” to represent a Medium level of implementation on the survey. The High level of implementation was represented by “3”, which was the coding for: Moral Dilemmas, Survivor/First Person Testimony, Acts of Remembrance, Creative Presentations, Written response/reflection, Journal writing, Case studies, Art, and Problem-solving.

Table 24

*Methods/Strategies/Assessments - Frequencies and Percents*

	<i>f</i>	%	<i>f</i>	%	Total	Total
Methods/Strategies/Assessments	Yes	Yes	No	No	<i>N</i> = 50	%
Class discussions	49	98.0	1	2.0	50	100.0
Reading assigned texts	47	94.0	3	6.0	50	100.0
Films/videos	43	86.0	7	14.0	50	100.0
Writing assignments	40	80.0	10	20.0	50	100.0
Written response/reflection	35	70.0	15	30.0	50	100.0
Group work	35	70.0	15	30.0	50	100.0
Journal writing	29	58.0	21	42.0	50	100.0
Worksheets	28	56.0	22	44.0	50	100.0
Survivor/first person testimony	27	54.0	23	46.0	50	100.0
Moral dilemmas	27	54.0	23	46.0	50	100.0
Tests/quizzes	26	52.0	23	46.0	50	100.0
Creative presentations	23	46.0	27	54.0	50	100.0

Table 24 (continued)

	<i>f</i>	%	<i>f</i>	%	Total	Total
Methods/Strategies/Assessments	Yes	Yes	No	No	<i>N</i> = 50	%
Research	23	46.0	27	54.0	50	100.0
Field trips	21	42.0	29	58.0	50	100.0
Art	15	30.0	35	70.0	50	100.0
Simulations/role-playing	15	30.0	35	70.0	50	100.0
Case studies	11	22.0	39	78.0	50	100.0
Problem-solving	11	22.0	39	78.0	50	100.0
Acts of remembrance	9	18.0	41	82.0	50	100.0
Word search/puzzles	5	10.0	45	90.0	50	100.0
Other	2	4.0	48	96.0	50	100.0

Chi-square ( $\chi^2$ ) analysis was used to determine whether the difference between the observed and expected frequencies showed statistical significance between the levels of implementation and the Methods/Strategies/Assessments used. The hypothesis predicted was that there would be no significant relationship of the Methods/Strategies/Assessments to the level of implementation of the Mandate.

Cross tabulations were conducted between each of the separate items listed for Methods/Strategies/Assessments and each of the other groups (Resources, Content/Themes, Reasons, and Total groups), in order to determine if the observed frequencies showed a statistically significant relationship to the expected frequencies. Table 25 presents those items that showed statistical significance at the  $p < .05$  level

using the Chi-square ( $\chi^2$ ) test.

Table 25

*Methods/Strategies/Assessments – Chi-square ( $\chi^2$ ) for Individual Items*

Individual items	Group	$\chi^2$	<i>df</i>	<i>p</i>
Simulations/role playing	Content	6.259 <sup>a</sup>	2	.044
	Total	8.141 <sup>a</sup>	2	.017
Moral dilemmas	Resources	13.037 <sup>b</sup>	2	.001
	Content	11.108 <sup>c</sup>	2	.004
	Reasons	9.697 <sup>d</sup>	2	.008
	Total	18.074 <sup>c</sup>	2	.000
Research	Resources	7.006 <sup>b</sup>	2	.030
	Content	6.820 <sup>c</sup>	2	.033
	Total	7.664 <sup>c</sup>	2	.022
Word search/puzzles	Total	8.649 <sup>e</sup>	2	.013
Survivor/first person testimony	Resources	6.553 <sup>b</sup>	2	.038
	Total	11.394 <sup>c</sup>	2	.003
Acts of remembrance	Content	6.108 <sup>f</sup>	2	.047
	Total	8.828 <sup>f</sup>	2	.012
Creative presentations	Resources	7.006 <sup>b</sup>	2	.030
	Content	10.358 <sup>c</sup>	2	.006



Table 25 (continued)

Individual items	Group	$\chi^2$	<i>df</i>	<i>p</i>
Creative presentations	Reasons	11.014 <sup>d</sup>	2	.004
	Total	14.048 <sup>c</sup>	2	.001
Group work	Resources	8.817 <sup>g</sup>	2	.012
	Content	14.268 <sup>a</sup>	2	.001
	Reasons	7.876 <sup>h</sup>	2	.019
	Total	18.084 <sup>a</sup>	2	.000
Written response/reflection	Resources	12.972 <sup>i</sup>	2	.002
	Content	19.491 <sup>a</sup>	2	.000
	Total	10.771 <sup>a</sup>	2	.005
Journal writing	Content	9.433 <sup>j</sup>	2	.009
	Total	9.054 <sup>j</sup>	2	.011
Case studies	Total	10.430 <sup>k</sup>	2	.005
Art	Resources	17.544 <sup>g</sup>	2	.000
	Content	10.326 <sup>a</sup>	2	.006
	Reasons	7.326 <sup>h</sup>	2	.026
	Total	15.909 <sup>a</sup>	2	.000
Writing assignments	Reasons	7.436 <sup>l</sup>	2	.024
	Total	7.419 <sup>m</sup>	2	.024
Problem-solving	Resources	6.515 <sup>n</sup>	2	.038
	Total	6.487 <sup>k</sup>	2	.039

Table 25 (continued)

Individual items	Group	$\chi^2$	<i>df</i>	<i>p</i>
Field trips	Resources	6.513 <sup>o</sup>	2	.039
Tests/quizzes	Content	10.487 <sup>p</sup>	4	.033

*Note.* <sup>a</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.90. <sup>b</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 6.90. <sup>c</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 5.98. <sup>d</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 5.52. <sup>e</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.30. <sup>f</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.34. <sup>g</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.50. <sup>h</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.60. <sup>i</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.50. <sup>j</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 5.46. <sup>k</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.86. <sup>l</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.40. <sup>m</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 3.30. <sup>n</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 6.30. <sup>o</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is .26.

Using Chi-square ( $\chi^2$ ) analysis, statistical significance was observed at the  $p < .05$  level between the Methods used and the Resources, Content, Reasons, and Total groups for the items shown in Table 25. Statistical significance was observed at a higher level with  $p \leq .001$  between the following: Moral dilemmas and the Resources ( $p = .001$ ) and Total ( $p = .000$ ) groups; creative presentations and the Total group ( $p = .001$ ); group work and the Content ( $p = .001$ ) and Total ( $p = .000$ ) groups; written response/reflection and the Content group ( $p = .000$ ); and art and the Resources ( $p = .000$ ) and Total ( $p = .000$ ) groups.

Items that did not show statistical significance included: Reading assigned texts including literature, class discussions; and worksheets. As shown in Table 24, class discussions and reading assigned texts were the two most frequently reported methods used, with 98% and 94% respectively responding affirmatively, while 56% of the respondents reported using worksheets.

Given the fact that for some of the items cited in Table 25, one to three cells had an expected count of less than 5, further analysis was conducted on those items using the Mann-Whitney rank-sum  $U$  test. Statistical significance was shown at the  $p < .05$  level with the following methods used: Written response/reflection, group work, case studies, tests/quizzes, simulations/role-playing, writing assignments, art, and problem-solving. Of all of these, art showed statistical significance with each of the groups (Content, Reasons, Resources, and Total) and showed a  $p$ -value of .000 between the Low and High levels of the Total group. These findings supported the results of the Chi-square ( $\chi^2$ ) analysis and are presented in Table 26.

Table 26

*Methods – Mann-Whitney U Test*

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Simulations/role playing	Content	Low	23	101.500	.015
		High	14		
	Total	Low	21	121.000	.043
		Medium	16		
	Total	Low	21	76.000	.005
		High	13		
Word search/puzzles	Total	Low	21	101.000	.040
		High	13		
	Total	Medium	16	72.000	.019
		High	13		
Acts of remembrance	Total	Low	21	126.000	.017
		Medium	16		
	Total	Low	21	84.000	.002
		High	13		
	Content	Low	23	110.500	.013
		High	14		
Group work	Content	Low	23	76.500	.004
		Medium	13		

Table 26 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Group work	Content	Low	23	81.500	.003
		High	14		
	Resources	Low	18	78.000	.013
		Medium	15		
	Resources	Low	18	95.000	.022
		High	17		
	Reasons	Low	21	104.000	.005
		High	17		
	Total	Low	21	85.000	.003
		Medium	16		
Written response/reflection	Total	Low	21	52.000	.000
		High	13		
	Resources	Low	18	70.500	.006
		Medium	15		
	Resources	Low	18	77.500	.003
		High	17		
	Content	Low	23	58.500	.000
		Medium	13		
	Content	Low	23	74.500	.001
		High	14		

Table 26 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Written response/reflection	Total	Low	21	65.000	.002
		High	13		
Case studies	Total	Low	21	76.000	.005
		High	13		
	Total	Medium	16	61.000	.019
		High	13		
Writing assignments	Total	Low	21	114.500	.027
		Medium	16		
	Reasons	Low	21	121.000	.022
		High	17		
Problem-solving	Resources	Low	18	98.500	.013
		High	17		
	Total	Low	21	123.500	.033
		Medium	16		
	Total	Low	21	0.500	.014
		High	13		
Tests/quizzes	Content	Low	23	67.500	.002
		Medium	13		
Art	Resources	Low	18	54.000	.000
		High	17		

Table 26 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Art	Resources	Medium	15	79.000	.034
		High	17		
	Resources	Low	18	99.000	.021
		Medium	15		
	Content	Low	23	105.000	.033
		Medium	13		
	Content	Low	23	83.000	.002
		High	14		
	Reasons	Low	21	85.500	.032
		Medium	12		
	Reasons	Low	21	111.500	.010
		High	17		
	Total	Low	21	123.500	.033
		Medium	16		
	Total	Medium	16	64.500	.045
		High	13		
	Total	Low	21	48.500	.000
		High	13		

A further analysis of the items that showed statistical significance at the  $p < .05$  level was conducted in order to determine how many respondents who responded

affirmatively were categorized in the High, Medium, and Low levels of the Total Group.

Table 27 presents those findings.

Table 27

*Methods – High, Medium, Low Frequencies of Total Group*

Total Group	High		Medium		Low		Total	
<i>N</i> = 50	<i>n</i> = 13		<i>n</i> = 16		<i>n</i> = 21		<i>N</i> = 50	
Method	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Simulations/role-playing	7	14.0	6	12.0	2	4.0	15	30.0
Moral dilemmas	11	22.0	12	24.0	4	8.0	27	54.0
Research	9	18.0	9	18.0	5	10.0	23	46.0
Word search/puzzles	4	8.0	0	0.0	1	2.0	5	10.0
Survivor/first person testimony	12	24.0	8	16.0	7	14.0	27	54.0
Acts of remembrance	5	10.0	4	8.0	0	0.0	9	18.0
Creative presentations	11	22.0	8	16.0	4	8.0	23	46.0
Group work	13	26.0	14	28.0	8	16.0	35	70.0
Written response/ reflection	13	26.0	12	24.0	10	20.0	35	70.0
Journal writing	10	20.0	12	24.0	7	14.0	29	58.0
Case studies	7	14.0	2	4.0	2	4.0	11	22.0
Art	9	18.0	5	10.0	1	2.0	15	30.0
Writing assignments	12	24.0	15	30.0	13	26.0	40	80.0
Problem-solving	5	10.0	5	10.0	1	2.0	11	22.0



As shown in Table 27, the High level of the Total group reported using written response/reflection (26.0%), survivor/first person testimony (24.0%), creative presentations (22.0%), art (18.0%), case studies (14.0%), simulations/role-playing (14.0%), acts of remembrance (10.0%), and word search/puzzles (8.0%), more frequently than did the Medium or Low levels. All respondents categorized in the High level of the Total group reported using written response/reflection and group work. Survivor/first person testimony, writing assignments, creative presentations, moral dilemmas, and journal writing were also reported by 10 or more of the respondents categorized in the High level of the Total group. With the exception of group work, which was coded as a “2”, these items were coded with a “3”, representing a high level of implementation of the Mandate.

Both the High and the Medium levels reported the same frequency for research (18.0%) and for problem-solving (10.0%). The Medium level reported using writing assignments (30.0%), group work (28.0%), and journal writing (24.0%) more frequently than either the High or the Low levels. The Low level reported using writing assignments (26.0%) more frequently than the High level (24.0%), but not as frequently as the Medium level (30.0%). The data indicated that the methods used in Holocaust/Genocide instruction produced the widest range between the High, Medium, and Low levels.

The hypothesis predicted that there would be no significant relationship of Methods/Strategies/Assessments to the level of implementation of the Mandate was thus rejected based on the data analysis. From the findings of this study, it can be concluded that there exists a significant relationship between the Methods/Strategies/Assessments used and the level of implementation of the Mandate.

*Resources*

The frequencies for resources used by teachers in teaching Holocaust/Genocide as reported in this study are presented in Table 28. Non-fictional accounts and films and videos were given the highest number of “yes” responses, with respondents reporting each at 82% ( $n = 41$ ). Fictional literature followed closely with 80% ( $n = 40$ ), with first person accounts and primary documents both reported at 70% ( $n = 35$ ). As can be seen in Table 28, the use of the New Jersey Commission on Holocaust Education Guides/Resources was reported by 50% ( $n = 25$ ) of the respondents, while materials from the United States Holocaust Memorial Museum were reported in use by 40% ( $n = 20$ ) of the respondents. Use of the “Facing History and Ourselves” (FHAO) curriculum was reported by only 8% ( $n = 4$ ) of the respondents.

Table 28

*Resources – Frequencies and Percents*

Resources	<i>f</i>	%	<i>f</i>	%	Total	Total
	Yes	Yes	No	No	<i>N</i> = 50	%
Films and videos	42	82.0	8	16.0	50	100.0
Non-fictional accounts	41	82.0	9	18.0	50	100.0
Fictional literature	40	80.0	10	20.0	50	100.0
First-person accounts	35	70.0	15	30.0	50	100.0
Primary documents	35	70.0	15	30.0	50	100.0
On-line resources	33	66.0	17	34.0	50	100.0
Maps/atlas	29	58.0	21	42.0	50	100.0
Poetry and art	26	52.0	24	48.0	50	100.0
NJ Holocaust Commission	25	50.0	25	50.0	50	100.0
guides/resources						
Commercially prepared lesson	24	48.0	26	52.0	50	100.0
plans/worksheets						
Classroom textbook	21	42.0	29	58.0	50	100.0
USHMM materials	20	40.0	30	60.0	50	100.0
Books	15	30.0	35	70.0	50	100.0
FHAO curriculum	4	8.0	46	92.0	50	100.0
Other	6	12.0	44	88.0	50	100.0

Chi-square ( $\chi^2$ ) analysis was then used to determine whether the difference between observed and expected frequencies showed statistical significance between the levels of implementation and the Resources used. The hypothesis predicted was that there would be no significant relationship between the Resources and the level of implementation of the Holocaust/Genocide Mandate.

First, cross tabulations were conducted between each of the separate items listed for Resources and each of the other groups (Methods, Content/Themes, Reasons, and Total groups), in order to determine if the observed frequencies had a statistically significant relationship to the expected frequencies.

Items that showed statistical significance at the  $p < .05$  level are indicated in Table 29. As can be seen from Table 29, the Resources used indicated statistical significance with every item listed on the survey. The items Poetry and Art and US Holocaust Memorial Museum Materials showed statistical significance with all of the groups (Methods, Content/Themes, Reasons, and Total groups).

Table 29

*Resources – Chi-square ( $\chi^2$ ) for Individual Items*

Individual items	Group	$\chi^2$	df	p
First person accounts	Total	6.375 <sup>a</sup>	2	.041
Primary documents	Reasons	7.876 <sup>b</sup>	2	.019
	Total	12.781 <sup>a</sup>	2	.002
Non-fictional accounts	Content	8.398 <sup>c</sup>	2	.015
	Reasons	10.237 <sup>d</sup>	2	.006
	Total	15.157 <sup>c</sup>	2	.001
Fictional literature	Total	7.419 <sup>c</sup>	2	.024
Poetry and art	Methods	12.847 <sup>f</sup>	2	.002
	Content	13.037 <sup>g</sup>	2	.001
	Reasons	10.912 <sup>h</sup>	2	.004
	Total	18.305 <sup>g</sup>	2	.000
On-line resources	Methods	7.487 <sup>i</sup>	2	.024
	Content	7.579 <sup>j</sup>	2	.023
Films and videos	Methods	9.524 <sup>k</sup>	2	.009
	Content	11.180 <sup>l</sup>	2	.004
Maps /atlases	Methods	10.619 <sup>m</sup>	2	.005
	Content	10.177 <sup>n</sup>	2	.006
	Total	8.544 <sup>n</sup>	2	.014
Commercially-prepared materials	Content	9.845 <sup>g</sup>	2	.007

Table 29 (continued)

Individual items	Group	$\chi^2$	<i>df</i>	<i>p</i>
Commercially-prepared materials	Total	7.558 <sup>b</sup>	2	.023
Classroom textbook	Reasons	8.374 <sup>o</sup>	2	.015
NJ Holocaust Comm. resources	Content	6.351 <sup>p</sup>	2	.042
FHAO curriculum	Content	11.180 <sup>q</sup>	2	.004
	Total	12.375 <sup>q</sup>	2	.002
USHMM materials	Methods	9.333 <sup>f</sup>	2	.009
	Content	12.336 <sup>s</sup>	2	.002
	Reasons	6.839 <sup>f</sup>	2	.033
	Total	14.576 <sup>s</sup>	2	.001
Books	Content	8.064 <sup>a</sup>	2	.018
	Reasons	7.326 <sup>b</sup>	2	.026
	Total	10.362 <sup>a</sup>	2	.006

*Note.* <sup>a</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.90. <sup>b</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.60. <sup>c</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.34. <sup>d</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.16. <sup>e</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.60. <sup>f</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.80. <sup>g</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 6.24. <sup>h</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

Table 29 (continued)

5.76. <sup>i</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.40.

<sup>j</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.42.

<sup>k</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.60.

<sup>l</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.08.

<sup>m</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.20.

<sup>n</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 5.46.

<sup>o</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 5.04.

<sup>p</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 6.50.

<sup>q</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.04.

<sup>r</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.00.

<sup>s</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 5.20.

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Given the fact that for some of the items cited in Table 29, one to three cells had an expected count of less than 5, further analysis was conducted on those items using the Mann-Whitney rank-sum *U* test. These findings are presented in Table 30.

Table 30  
*Resources – Mann-Whitney U Test*

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
First-person accounts	Total	Low	21	82.000	.017
		High	13		
Primary documents	Reasons	Low	21	104.000	.005
		High	17		
	Total	Low	21	93.000	.006
		Medium	16		
		Low	21	69.000	.005
		High	13		
Non-fictional accounts	Content	Low	23	105.000	.014
		High	14		
	Reasons	Low	21	110.500	.005
		High	17		
	Total	Low	21	96.000	.003
		Medium	16		
		Low	21	78.000	.007
		High	13		
Fictional literature	Total	Low	25	127.500	.048
		Medium	15		



Table 30 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
On-line resources	Methods	Low	25	72.500	.024
		High	10		
	Content	Low	23	83.000	.008
		Medium	13		
Films and videos	Methods	Low	25	127.500	.016
		Medium	15		
		Low	25	85.000	.045
		High	10		
	Content	Low	23	97.500	.017
		Medium	13		
		Low	23	105.000	.014
		High	14		
Maps/atlas	Methods	Low	25	117.500	.024
		Medium	15		
		Low	25	57.500	.004
		High	10		
FHAO curriculum	Content	Low	23	115.000	.007
		High	14		
		Medium	13	65.000	.040
		High	14		

Table 30 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
FHAO curriculum	Total	Low	21	94.500	.008
		High	13		
		Medium	16	72.000	.019
		High	13		
USHMM materials	Methods	Low	25	55.000	.003
		High	10		
	Reasons	Low	21	105.500	.012
		High	17		
Books used	Content	Low	23	90.000	.005
		High	14		
	Reasons	Low	21	85.500	.032
		Medium	12		
		Low	21	111.500	.010
		High	17		
	Total	Low	21	65.500	.001
		High	13		

As shown in Table 30, the results of Mann-Whitney *U* test indicate statistical significance at the  $p < .05$  level for each of the items tested, thus supporting the findings of the Chi-square ( $\chi^2$ ) test.

A further analysis of the items that showed statistical significance was done to determine how many respondents who responded affirmatively to each of the survey items were categorized in the High, Medium, and Low groups of the Total group. Table 31 presents those findings.

Table 31 shows that the respondents in the High level of implementation reported more frequent use of poetry and art, maps/atlas, commercially-prepared materials, materials from FHAO, the USHMM, and books. When asked to specify which books were used, the "Diary of Anne Frank" was cited most frequently. In examining frequencies from the Methods, Resources, Content, and Reasons groups, it was noted that the use of poetry and art, and materials from the USHMM were more frequently observed in the High level of each of the groups.

The hypothesis predicted that there would be no significant relationship of Resources to the level of implementation of the Holocaust/Genocide Mandate was thus rejected based on the data analysis. From the findings of this study, it can be concluded that there exists a significant relationship between the Resources used and the level of implementation of the New Jersey Holocaust/Genocide Mandate.

Table 31  
*Resources – High, Medium, Low Frequencies of Total Group*

Total group	High		Medium		Low		Total	
	<i>n</i> = 13		<i>n</i> = 16		<i>n</i> = 21		<i>N</i> = 50	
Resources	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
First person accounts	12	24.0	12	24.0	11	22.0	35	70.0
Primary documents	12	24.0	14	28.0	9	18.0	35	70.0
Non-fictional accounts	13	26.0	16	32.0	12	24.0	41	82.0
Fictional literature	12	24.0	15	30.0	13	26.0	40	80.0
Poetry and art	12	24.0	10	20.0	4	8.0	26	52.0
On-line resources	11	22.0	11	22.0	11	22.0	33	66.0
Films and videos	13	26.0	14	28.0	15	30.0	42	84.0
Maps/atlasses	12	24.0	7	14.0	10	20.0	29	58.0
Commercially-prepared materials	10	20.0	8	16.0	6	12.0	24	48.0
Classroom textbook	8	16.0	8	16.0	5	10.0	21	42.0
NJ Holocaust Commission curriculum guides/resources	10	20.0	7	14.0	8	16.0	25	50.0
FHAO curriculum	4	8.0	0	0.0	0	0.0	4	8.0
USHMM materials	11	22.0	4	8.0	5	10.0	20	40.0
Books	8	16.0	5	10.0	2	4.0	15	30.0

*Rationales*

The frequency of the reasons for teaching Holocaust/Genocide are presented in Table 32. The most frequently reported reason was the Social Studies curriculum ( $n = 42$ , 84%), followed by the New Jersey State Mandate ( $n = 41$ , 82%). The item, Teaching Concepts such as Prejudice, Antisemitism, Discrimination, Genocide, and Racism, was reported by 80% ( $n = 40$ ) of the respondents. Other reasons cited by over 50% of the respondents included: Teach tolerance ( $n = 39$ , 78%); teach respect for human rights ( $n = 38$ , 76%); Language Arts curriculum ( $n = 36$ , 72%); teacher interest/expertise and importance of the topic ( $n = 34$ , 68%); teach ethical behavior and teach the history of the Holocaust ( $n = 32$ , 64%); and prevent apathy and indifference ( $n = 26$ , 52%).

When asked to prioritize these reasons on the survey, the item most frequently selected by respondents as the most important reason for teaching Holocaust/Genocide was the New Jersey State Mandate ( $n = 9$ , 18%). This was followed closely by the Social Studies curriculum ( $n = 7$ , 14%). Most frequently cited by respondents as the second most important reason was the Social Studies curriculum ( $n = 9$ , 18%); the most frequently cited by respondents as the third most important reason was to teach tolerance ( $n = 12$ , 24%), followed closely by the New Jersey State Mandate ( $n = 11$ , 22%).

Table 32

*Rationales – Frequencies and Percents*

Rationale	<i>f</i>	%	<i>f</i>	%	Total	Total
	Yes	Yes	No	No	<i>N</i> = 50	%
Social Studies curriculum	42	84.0	8	16.0	50	100.0
NJ State Mandate	41	82.0	9	18.0	50	100.0
Teach concepts	40	80.0	10	20.0	50	100.0
Teach tolerance	39	78.0	11	22.0	50	100.0
Teach respect for human rights	38	76.0	12	24.0	50	100.0
Language Arts curriculum	36	72.0	14	28.0	50	100.0
Teacher interest/expertise	34	68.0	16	32.0	50	100.0
Importance of topic	34	68.0	16	32.0	50	100.0
Teach ethical behavior	32	64.0	18	36.0	50	100.0
Teach the history of the Holocaust	32	64.0	18	36.0	50	100.0
Prevent apathy and indifference	26	52.0	24	48.0	50	100.0
Teach civic responsibility	24	48.0	26	48.0	50	100.0
Prevent future genocides	24	48.0	26	52.0	50	100.0
Character education program	19	38.0	31	62.0	50	100.0
Prejudice reduction program	19	38.0	31	62.0	50	100.0
Conflict resolution program	16	32.0	34	68.0	50	100.0
Study human behavior	15	30.0	35	70.0	50	100.0
Community interest	7	14.0	43	86.0	50	100.0

Table 32 (continued)

Rationale	<i>f</i>	%	<i>f</i>	%	Total	Total
	Yes	Yes	No	No	<i>N</i> = 50	%
Other	1	2.0	49	98.0	50	100.0

Chi-square ( $\chi^2$ ) analysis was used to determine whether the difference between the observed and expected frequencies indicated statistical significance between the levels of implementation and the Rationales given for Holocaust/Genocide education. The hypothesis predicted that there would be no significant relationship of the Rationales to the level of implementation of the Holocaust/Genocide Mandate.

Cross tabulations were conducted between the separate items listed for the Rationales and each of the other groups (Methods, Resources, Content/Themes, and Total groups) in order to determine if the observed frequencies showed a statistically significant relationship to the expected frequencies. Table 33 presents those items that showed statistical significance at the  $p < .05$  level using the Chi-square ( $\chi^2$ ) test.

Table 33  
*Rationales – Chi-square ( $\chi^2$ ) for Individual Items*

Individual item	Group	$\chi^2$	df	p
Community interest	Methods	10.133 <sup>a</sup>	2	.006
	Content	9.248 <sup>b</sup>	2	.010
	Total	15.380 <sup>b</sup>	2	.000
Teacher interest/expertise	Content	6.632 <sup>c</sup>	2	.036
NJ State Mandate	Methods	6.820 <sup>d</sup>	2	.033
	Total	10.096 <sup>e</sup>	2	.006
Language Arts curriculum	Methods	10.450 <sup>f</sup>	2	.005
	Resources	7.020 <sup>g</sup>	2	.030
	Total	10.758 <sup>h</sup>	2	.005
Character education program	Methods	6.989 <sup>i</sup>	2	.030
	Resources	8.762 <sup>j</sup>	2	.013
	Total	12.690 <sup>k</sup>	2	.002
Prejudice reduction program	Content	9.255 <sup>k</sup>	2	.010
	Total	9.048 <sup>k</sup>	2	.011
Importance of topic	Resources	7.552 <sup>l</sup>	2	.023
	Content	8.753 <sup>c</sup>	2	.013
	Total	7.899 <sup>c</sup>	2	.019
Teach civic responsibility	Methods	11.701 <sup>m</sup>	2	.020



Table 33 (continued)

Individual item	Group	$\chi^2$	<i>df</i>	<i>p</i>
Teach civic responsibility	Resources	12.235 <sup>u</sup>	2	.016
	Content	14.960 <sup>o</sup>	2	.005
	Total	20.700 <sup>o</sup>	2	.000
Teach ethical behavior	Methods	6.279 <sup>p</sup>	2	.043
	Resources	7.740 <sup>q</sup>	2	.021
	Content	14.204 <sup>r</sup>	2	.001
	Total	20.819 <sup>r</sup>	2	.000
Prevent future genocides	Methods	11.245 <sup>l</sup>	2	.004
	Resources	11.421 <sup>s</sup>	2	.003
	Content	20.097 <sup>t</sup>	2	.000
	Total	26.975 <sup>t</sup>	2	.000
Teach tolerance	Methods	9.596 <sup>u</sup>	2	.008
	Total	9.832 <sup>v</sup>	2	.007
Teach respect for human rights	Content	9.734 <sup>w</sup>	2	.008
	Total	16.143 <sup>w</sup>	2	.000
Prevent apathy and indifference	Content	6.710 <sup>t</sup>	2	.035
	Total	10.274 <sup>t</sup>	2	.006
Teach history of the Holocaust	Content	7.706 <sup>r</sup>	2	.021
	Total	8.752 <sup>r</sup>	2	.013

Table 33 (continued)

Individual item	Group	$\chi^2$	df	p
Study human behavior	Total	6.001 <sup>x</sup>	2	.050
Teach concepts	Methods	8.167 <sup>y</sup>	2	.017
	Resources	16.042 <sup>z</sup>	2	.000
	Content	9.957 <sup>aa</sup>	2	.007
	Total	11.998 <sup>aa</sup>	2	.002

*Note.* <sup>a</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.40. <sup>b</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.82. <sup>c</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.16. <sup>d</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.80. <sup>e</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.34. <sup>f</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.80. <sup>g</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.20. <sup>h</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.64. <sup>i</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.80. <sup>j</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 5.70. <sup>k</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.94. <sup>l</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.80. <sup>m</sup>4 cells (44.4%) have expected count less than 5. The minimum expected count is .20. <sup>n</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is .30. <sup>o</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is .26. <sup>p</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is

Table 33 (continued)

3.60.	<sup>9</sup> 0 cells (.0%) have expected count less than 5. The minimum expected count is
5.40.	<sup>1</sup> 1 cells (16.7%) have expected count less than 5. The minimum expected count is
4.68.	<sup>8</sup> 0 cells (.0%) have expected count less than 5. The minimum expected count is
7.20.	<sup>4</sup> 0 cells (.0%) have expected count less than 5. The minimum expected count is
6.24.	<sup>1</sup> 2 cells (33.3%) have expected count less than 5. The minimum expected count is
2.20.	<sup>3</sup> 3 cells (50.0%) have expected count less than 5. The minimum expected count is
2.86.	<sup>2</sup> 2 cells (33.3%) have expected count less than 5. The minimum expected count is
3.12.	<sup>2</sup> 2 cells (33.3%) have expected count less than 5. The minimum expected count is
3.90.	<sup>2</sup> 2 cells (33.3%) have expected count less than 5. The minimum expected count is
2.00.	<sup>3</sup> 3 cells (50.0%) have expected count less than 5. The minimum expected count is
3.00.	<sup>2</sup> 3 cells (50.0%) have expected count less than 5. The minimum expected count is
2.60.	

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Using Chi-square ( $\chi^2$ ) analysis, statistical significance was observed at the  $p < .05$  level between the Rationales reported and the Methods, Resources, Content, and Total groups for the items shown in Table 33. Statistical significance was observed at  $p < .001$  between the Total group and the following Rationales: Community Interest ( $p = .000$ ); Teach Civic Responsibility ( $p = .000$ ); Teach Ethical Behavior ( $p = .000$ ); Prevent Future Genocides ( $p = .000$ ); and Teach Respect for Human Rights ( $p = .000$ ). With the exception of Community Interest, these items were coded “3” on the survey to represent a High level of implementation of the Mandate. Statistical significance was also observed at  $p \leq .001$  between the Content group and the following Rationales: Teach Ethical Behavior ( $p = .001$ ) and Prevent Future Genocides ( $p = .000$ ).

Given the fact that for some of the items cited in Table 33, one to three cells showed an expected count of less than 5, further analysis was conducted on those items using the Mann-Whitney rank-sum  $U$  test.

As the data presented in Table 34 indicates, statistical significance was shown at  $p \leq .001$  for the following rationales reported: Between Community Interest and the Low and High levels of the Methods ( $p = .001$ ) and Total ( $p = .001$ ) groups; between Character Education Programs and the Low and Medium levels of the Total group ( $p = .001$ ); between the item Teach Concepts and the Low and High levels of the Resources group ( $p = .001$ ); and between the item Teach Civic Responsibility and the Low and High levels of the Methods ( $p = .001$ ), Resources ( $p = .001$ ), Content ( $p = .000$ ), and Total ( $p = .000$ ) groups. Also shown to be statistically significant at the  $p < .001$  level was the relationship between the item Teaching Ethical Behavior and the Low and High Levels of the Content ( $p = .000$ ) and Total ( $p = .000$ ) groups, between the item Preventing Future Genocides and the Low and High levels of the Content and Total groups, each at  $p = .000$ . Overall, the findings shown in Table 34 strongly supported the results of the Chi-square ( $\chi^2$ ) analysis.

Table 34  
*Rationales – Mann-Whitney U Test*

Individual item	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Community interest	Methods	Low	25	150.000	.022
		Medium	15		
		Low	25	75.000	.001
		High	10		
	Content	Low	23	103.500	.002
		High	14		
	Total	Low	21	73.500	.001
		High	13		
		Medium	16	62.500	.014
		High	13		
Teacher interest/expertise	Content	Low	23	95.500	.011
		High	14		
NJ State Mandate	Methods	Low	25	85.000	.045
		High	10		
	Total	Low	21	114.500	.027
		Medium	16		
		Low	21	84.500	.012
		High	13		

Table 34 (continued)

Individual item	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Language Arts curriculum	Methods	Low	25	122.500	.028
		Medium	15		
		Low	25	65.000	.008
		High	10		
	Resources	Low	18	94.500	.016
		High	17		
	Total	Low	21	101.000	.013
		Medium	16		
		Low	21	75.500	.009
		High	13		
Character education program	Methods	Low	25	125.000	.031
		Medium	15		
		Low	25	75.000	.023
		High	10		
	Resources	Low	18	79.500	.004
		High	17		
	Total	Low	21	79.000	.001
		Medium	16		
		Low	21	76.000	.005
		High	13		

Table 34 (continued)

Individual item	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Prejudice reduction program	Content	Low	23	88.000	.008
		High	14		
		Medium	13	47.000	.014
		High	14		
	Total	Low	21	108.000	.020
		Medium	16		
		Low	21	72.000	.005
		High	13		
Importance of topic	Resources	Low	18	78.000	.013
		Medium	15		
	Content	Low	23	88.500	.006
		High	14		
	Total	Low	21	75.500	.009
		High	13		
	Methods	Low	25	47.500	.001
		High	10		
Teach civic responsibility	Resources	Low	18	76.500	.011
		Medium	15		
		Low	18	70.500	.001
		High	17		
		Low	18	70.500	.001
		High	17		

Table 34 (continued)

Individual item	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Teach civic responsibility	Content	Low	23	58.000	.000
		High	14		
	Total	Low	21	97.500	.008
		Medium	16		
		Low	21	30.000	.000
		High	13		
		Medium	16	66.500	.034
		High	13		
Teach ethical behavior	Methods	Low	25	72.500	.024
		High	10		
	Resources	Low	18	79.500	.019
		Medium	15		
		Low	18	95.500	.027
		High	17		
	Content	Low	23	63.000	.000
		High	14		
		Medium	13	63.000	.027
		High	14		
	Total	Low	21	79.500	.002
		Medium	16		



Table 34 (continued)

Individual item	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Teach ethical behavior		Low	21	39.000	.000
		High	13		
Prevent future genocides	Methods	Low	25	47.500	.001
		High	10		
	Resources	Low	18	76.500	.011
		Medium	15		
		Low	18	70.500	.005
		High	17		
	Content	Low	23	95.000	.025
		Medium	13		
		Low	23	39.500	.000
		High	14		
		Medium	13	55.500	.023
		High	14		
	Total	Low	21	89.500	.002
		Medium	16		
		Low	21	13.000	.000
		High	13		
		Medium	16	58.500	.007
		High	13		

Table 34 (continued)

Individual item	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Teach tolerance	Methods	Low	25	125.000	.024
		Medium	15		
		Low	25	75.000	.020
		High	10		
	Total	Low	21	117.000	.048
		Medium	16		
		Low	21	78.000	.007
		High	13		
Teach respect for human rights	Content	Low	23	91.000	.004
		High	14		
	Total	Low	21	90.500	.003
		Medium	16		
		Low	21	65.000	.002
		High	13		
Prevent apathy and indifference	Content	Low	23	90.500	.011
		High	14		
	Total	Low	21	60.000	.002
		High	13		
Teach history of the Holocaust	Content	Low	23	88.500	.006
		High	14		

Table 34 (continued)

Individual item	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
	Total	Low	21	69.000	.005
		High	13		
	Total	Low	21	82.500	.015
		High	13		
Teach concepts	Methods	Low	25	132.500	.041
		Medium	15		
		Low	25		.030
		High	10		
	Resources	Low	18	76.500	.008
		Medium	15		
		Low	18	76.500	.001
		High	17		
	Content	Low	23	91.000	.010
		Medium	13		
		Low	23	109.500	.036
		High	14		
	Total	Low	21	106.500	.014
		Medium	16		
		Low	21	78.000	.007
		High	13		

Further analysis of the items showing statistical significance on the Chi-square ( $\chi^2$ ) test was done to determine how many respondents who responded affirmatively to each item were categorized in the High, Medium, and Low levels of the Total group. Table 35 shows those results.

Table 35

*Rationales – High, Medium, Low Frequencies of Total Group*

Total Group	High		Medium		Low		Total	
	<i>n</i> = 13		<i>n</i> = 16		<i>n</i> = 21		<i>N</i> = 50	
Rationales	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Community interest	6	12.0	1	2.0	0	0.0	7	14.0
Teacher interest/expertise	11	22.0	12	24.0	11	22.0	34	68.0
NJ State Mandate	13	26.0	15	30.0	13	26.0	41	82.0
Language Arts curriculum	12	24.0	14	28.0	10	20.0	36	72.0
Character education program	7	14.0	10	20.0	2	4.0	19	38.0
Prejudice reduction program	8	16.0	8	16.0	3	6.0	19	38.0
Importance of topic	12	24.0	12	24.0	10	20.0	34	68.0
Teach civic responsibility	12	24.0	9	18.0	3	6.0	24	48.0
Teach ethical behavior	13	26.0	13	26.0	6	12.0	32	64.0
Prevent future genocides	13	26.0	9	18.0	2	4.0	24	48.0
Teach tolerance	13	26.0	14	28.0	12	24.0	39	78.0
Teach respect for human rights	13	26.0	15	30.0	10	20.0	38	76.0
Prevent apathy/indifference	11	22.0	9	18.0	6	12.0	26	52.0
Teach history of the Holocaust	12	24.0	11	22.0	9	18.0	32	64.0
Study human behavior	7	14.0	5	10.0	3	6.0	15	30.0
Teach concepts	13	26.0	15	30.0	12	24.0	40	80.0

From the data presented in Table 35, it can be noted that the distribution of

frequencies reported from the High to Low levels of the Total group show a range of frequencies not greater than 3 for total percentages of 60% or above. These include: Teacher Interest/Expertise, NJ State Mandate, Importance of Topic, Teach Tolerance, Teach the History of the Holocaust, and Teach Concepts. This is consistent with the wide distribution of frequencies for each of the Rationales shown in Table 35. However, the High and Medium levels of the Total group show a higher frequency in citing those rationales that were coded “3” to reflect a High level of implementation of the Mandate.

The data presented thus indicated a significant relationship between the Rationales reported and the level of implementation of the New Jersey Holocaust/Genocide Mandate. The hypothesis predicted that there would not be a significant relationship between Rationales and the level of implementation of the Holocaust/Genocide Mandate was therefore rejected, based on the findings from the Chi-square ( $\chi^2$ ) analysis, which were supported by the Mann-Whitney *U* test.

#### *School Input Variables*

For the purposes of this study school input variables were defined as: School instructional structures, school location, school setting, the size of the student population in the school, the number of teachers, and grade levels in the school. With the exception of school instructional structures, frequencies for these variables were presented in Tables 1-6 and the discussion accompanying those tables.

Chi-square ( $\chi^2$ ) analysis was used to determine whether the difference between the observed and expected frequencies for each of the variables and the overall level of implementation of the Holocaust/Genocide Mandate indicated statistical significance. The hypothesis predicted that there would be no significant relationship between each of

the school input variables and the level of implementation of the Holocaust/Genocide Mandate.

Cross tabulations were conducted between each of the school input variables (school instructional approaches, school location, school setting, the size of the student population in the school, the number of teachers, and grade levels in the school) and each of the groups (Methods, Resources, Content, Reasons, and Total groups), in order to determine if the observed frequencies had a statistically significant relationship to the expected frequencies.

*School instructional structures.* Frequencies and percents of school instructional structures are presented in Table 36. As shown in Table 36, most respondents (80%,  $n = 40$ ) reported that Holocaust/Genocide education occurred as a unit of study within an existing curriculum, with 48% ( $n = 24$ ) indicating an interdisciplinary unit. 12% ( $n = 6$ ) of the respondents reported an interdisciplinary course, and some respondents indicated other structures, including an anti-bullying program, thematic studies, and elective classes.

The data also showed that individual teacher discretion, reported by 46% ( $n = 23$ ) of the respondents, ranked third as a factor in Holocaust/Genocide instruction after a unit of study within an existing curriculum 80% ( $n = 40$ ) and an interdisciplinary unit 48% ( $n = 24$ ). A separate course was reported by only 4 of the respondents.

Although the total frequency for each of the items was 50, it is important to note that by design, it was possible for respondents to select more than one item from the survey items for school instructional structures.

Table 36  
*Frequencies- School Instructional Structures for Holocaust/Genocide Education*

School Instructional Structures	<i>f</i>	%	<i>f</i>	%	Total	Total
	Yes	Yes	No	No	<i>N</i> = 50	%
Unit of study within an existing curriculum	40	80.0	10	20.0	50	100.0
An interdisciplinary unit	24	48.0	26	52.0	50	100.0
Individual teacher discretion	23	46.0	27	54.0	50	100.0
Team teaching	9	18.0	41	82.0	50	100.0
An interdisciplinary course	6	12.0	44	88.0	50	100.0
A separate course	4	8.0	46	92.0	50	100.0
Other	5	10.0	45	90.0	50	100.0

Chi-square ( $\chi^2$ ) analysis was then used to determine whether the difference between the observed and expected frequencies indicated statistical significance between the school instructional structures reported and the levels of implementation of the Mandate. The hypothesis predicted was that there would be no significant relationship between school instructional structures and the level of implementation of the Holocaust/Genocide Mandate.

First, cross tabulations were conducted between each of the separate items listed for school instructional structures and each of the other groups (Methods, Content/Themes, Reasons, and Total groups), in order to determine if the observed frequencies had a statistically significant relationship to the expected frequencies. Items



which showed statistical significance at the  $p < .05$  level are indicated in Table 37.

Table 37

*School Instructional Structures – Chi-square ( $\chi^2$ ) for Individual Items*

Individual items	Group	$\chi^2$	<i>df</i>	<i>p</i>
An interdisciplinary unit	Total	6.957 <sup>a</sup>	2	.031
Team teaching	Content	6.703 <sup>b</sup>	2	.035
Individual teacher discretion	Methods	6.951 <sup>c</sup>	2	.031

*Note.* <sup>a</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 6.24. <sup>b</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.34. <sup>c</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.60.

As Table 37 shows, three of the school instructional structures listed indicated statistical significance at the  $p < .05$  level. An interdisciplinary unit showed statistical significance with the Total group, team teaching with the Content group, and individual teacher discretion with the Methods group. Given the fact that two of the three items indicated cells with an expected count of less than 5, a Mann-Whitney rank-sum *U* test was conducted on those items. The results shown in Table 38 supported the findings of the Chi-square ( $\chi^2$ ) test.

Table 38  
*School Instructional Structures – Mann-Whitney U Test*

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
An interdisciplinary unit	Total	Low	21	98.000	.013
		Medium	16		
Team teaching	Content	Low	23	98.500	.009
		Medium	13		
Individual teacher discretion	Methods	Medium	15	35.000	.010
		High	10		

The data presented in Table 38 showed statistical significance at the  $p < .05$  level for Interdisciplinary Unit between the Low and Medium levels of the Total group with  $p = .013$ . Statistical significance was also shown between the Low and Medium levels of the Content group for Team Teaching. Individual Teacher Discretion showed statistical significance between the Medium and High levels of the Methods group.

The data presented did indicate a significant relationship between interdisciplinary unit, team teaching, and individual teacher discretion and the level of implementation of the New Jersey Holocaust/Genocide Mandate. The hypothesis predicted that there would be no significant relationship between interdisciplinary unit, team teaching, and individual teacher discretion to the level of implementation of the Holocaust/Genocide Mandate was thus rejected, based on the findings from the Chi-square ( $\chi^2$ ) analysis which were supported by the Mann-Whitney *U* test.

*Interdisciplinary grade level teams.* Interdisciplinary grade level teams were

reported by 68% ( $n = 34$ ) of the respondents and 48% ( $n = 24$ ) reported that the middle schools they represented were departmentalized by subject area. The 4% ( $n = 2$ ) who reported “Other,” indicated grade 7-8 interdisciplinary teams and grade level teams that are departmentalized.

A cross tabulation indicated that 10 of those who reported interdisciplinary grade level teams were also departmentalized by subject area. The findings also indicated that interdisciplinary grade levels teams showed statistical significance at the  $p < .05$  level with the Methods, Resources, and Total groups in the middle schools reporting. Table 39 presents these findings.

Table 39

*Interdisciplinary Grade Level Teams – Chi-square ( $\chi^2$ ) Analysis*

Group	$\chi^2$	$df$	$p$
Methods	9.222 <sup>a</sup>	2	.010
Resources	12.535 <sup>b</sup>	2	.002
Total	6.949 <sup>c</sup>	2	.031

*Note.* <sup>a</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.20. <sup>b</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.80. <sup>c</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.16.

Given the fact that some of the cells showed an expected count less than 5, further analysis was conducted using the Mann-Whitney rank-sum  $U$  test. These findings are presented in Table 40.

Table 40  
*Interdisciplinary Grade Level Teams – Mann-Whitney U Test*

Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Methods	Low	25	115.000	.016
	Medium	15		
	Low	25	72.500	.024
	High	10		
Resources	Low	18	68.500	.001
	High	17		
Total	Low	21	111.500	.039
	Medium	16		
	Low	21	86.000	.034
	High	13		

The data from the Mann-Whitney *U* test, as presented in Table 40, supported the results of the Chi-square ( $\chi^2$ ) analysis. In fact, the Resources group showed a *p*-value of .001.

The data showed statistical significance at the  $p < .05$  level between the school instructional structure of interdisciplinary grade level teams and the level of implementation of the New Jersey Holocaust/Genocide Mandate. The hypothesis predicted that there would be no statistical significance between interdisciplinary grade level teams and the level of implementation of the Holocaust/Genocide Mandate was thus rejected, based on the findings from the Chi-square ( $\chi^2$ ) analysis which were supported by

the Mann-Whitney  $U$  test.

*School location.* The frequencies for school location are presented in Table 1. Morris County, located in northeastern New Jersey, showed the highest frequency, with 7 schools responding. Burlington County, located in the southern portion of the state, was represented by 6 respondents. Those counties showing 5 or fewer respondents represented areas across the state.

Cross tabulations using Chi-square ( $\chi^2$ ) analysis were conducted between school location and the levels of implementation. Statistical significance at the  $p < .05$  level was not indicated by the results, with  $p$ -values ranging from .331 for the Reasons group to .458 for the Content group. An analysis of the representation of the counties in the High, Medium, and Low levels of the Total group showed Morris and Union counties with 2 schools meeting the criteria for the High level of the Total group, which is the highest number of schools in any county meeting that criteria.

The data thus suggested that school location made no difference in the level of implementation of the Mandate for the middle schools which responded. The hypothesis predicted that there would be no significant relationship of school location to the level of implementation of the Holocaust/Genocide Mandate was thus accepted, based on the findings from the data analysis.

*School setting.* As shown in Table 2, the most frequently reported school setting of the respondents was suburban, with 72% ( $n = 36$ ) of the respondents selecting that category. Cross tabulations were conducted, which showed a Pearson Chi-square ( $\chi^2$ ) value of 8.696 with 4 degrees of freedom and a  $p$ -value of .069. Table 41 shows the results of the cross tabulation between school setting and the Low, Medium, and High

levels of the Total group.

Table 41

*School Setting - Total Group Cross Tabulation*

School setting  Levels	Total group							
	High		Medium		Low		Total	
	<i>n</i> = 13		<i>n</i> = 16		<i>n</i> = 21		<i>N</i> = 50	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Urban	1	7.7	4	25.0	3	14.3	8	16.0
Suburban	8	61.5	10	62.5	18	85.7	36	72.0
Rural	4	30.8	2	12.5	0	0.0	6	12.0
Total	13	26.0	16	32.0	21	42.0	50	100.0

The percents of the High level of the Total group indicate that 61.5 % of the High level was comprised of suburban middle schools, while 7.7 % were urban middle schools and 30.8 % were rural middle schools. Further analysis using the Mann-Whitney rank-sum *U* test indicated statistical significance at the  $p < .05$  level between the Low and High levels of the Total group, with a Mann-Whitney *U* of 91.500, and a *p*-value of .032.

The data thus suggested that school setting did make a difference in the levels of implementation of the Mandate. The hypothesis predicted that there would be no significant relationship of school setting to the level of implementation of the Holocaust/Genocide Mandate was thus rejected, based on the findings from the data analysis.

*School size.* Table 4 shows frequencies of the total school population, indicating

that 74% of the middle schools reporting had a student population of over 500 students. Chi-square ( $\chi^2$ ) analysis showed no statistical significance at the  $p < .05$  level between school size and the levels of implementation of the Mandate. For example, a cross tabulation conducted between the total student population and the Total group indicated a  $p$ -value of .351 with a Pearson Chi-square value of 6.687 with 6 degrees of freedom.

The data thus suggested that school size does not make a difference in the level of implementation of the Mandate. The hypothesis predicted that there would be no significant relationship of school setting to the level of implementation of the Holocaust/Genocide Mandate was thus accepted, based on the findings from the data analysis.

*Number of teachers.* Table 5 shows the frequencies for the number of teachers reported in the middle schools. The most frequently reported number of teachers was more than 50, with 66% ( $n = 33$ ), followed by 22% ( $n = 11$ ) for 31-50 teachers. The hypothesis predicted that there would be no statistical significance found between the number of teachers and the levels of implementation of the Mandate.

Cross tabulations indicated no statistical significance with any of the groups (Methods, Content, Resources, Reasons, or Total), with all  $p$ -values greater than the .05 level of significance. The hypothesis that no statistical significance would be found between the number of teachers and the levels of implementation is thus accepted, based on the data analysis from this study. Table 42 shows those findings.

Table 42  
*Number of Teachers -- Chi-square ( $\chi^2$ ) Analysis*

Group	$\chi^2$	df	p
Methods	7.980 <sup>a</sup>	8	.435
Resources	5.818 <sup>b</sup>	8	.668
Content	10.298 <sup>c</sup>	8	.245
Reasons	6.377 <sup>d</sup>	8	.605
Total	7.967 <sup>e</sup>	8	.437

*Note.* <sup>a</sup>11 cells (73.3%) have expected count less than 5. The minimum expected count is .20. <sup>b</sup>12 cells (80.0%) have expected count less than 5. The minimum expected count is .30. <sup>c</sup>11 cells (73.3%) have expected count less than 5. The minimum expected count is .26. <sup>d</sup>12 cells (80.0%) have expected count less than 5. The minimum expected count is .24. <sup>e</sup>12 cells (80.0%) have expected count less than 5. The minimum expected count is .26.

*Grade level distribution.* As shown in Table 3, grades 6-8 was the most frequently reported grade level distribution (56%,  $n = 28$ ) for the public middle schools in the survey. The hypothesis predicted that there would be no significant relationship between grade level distribution and the level of implementation of the Mandate.

Cross tabulations were conducted and Chi-square ( $\chi^2$ ) analysis indicated no statistical significance at the  $p < .05$  level between grade level distribution and each of the groups (Methods,  $p = .225$ ; Resources,  $p = .284$ ; Content,  $p = .305$ ; Rationales,  $p = .592$ ;



or Total,  $p = .473$ ). These findings suggested that the grade level distribution did not make a difference in the level of implementation of the Mandate in the public middle schools that responded to the survey.

The data presented therefore, did not indicate a significant relationship between the grade level distribution and the level of implementation of the New Jersey Holocaust/Genocide Mandate. The hypothesis predicted that there would be no significant relationship of grade level distribution to the level of implementation of the Holocaust/Genocide Mandate was thus accepted, based on the findings from the Chi-square ( $\chi^2$ ) analysis.

#### *Other Variables*

The second subsidiary question asked: Are there any other variables that have a significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools? The hypothesis predicted was that there would be no other variables that have a significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools.

Data collected from the survey related to other variables were also analyzed to test this hypothesis. These variables included: How teacher assignment is made for teaching Holocaust/Genocide; how many teachers teach Holocaust/Genocide education; and the specific course/curriculum/grade level in which Holocaust/Genocide education takes place.

*Teacher Assignment*

When asked to specify how teacher assignment is made for Holocaust/Genocide instruction, grade level assignment was the most frequently reported response ( $n = 32$ , 64.0%). It was possible for respondents to check more than one response to the question. Frequencies for the responses to teacher assignment are presented in Table 43.

Table 43

*Teacher Assignment – Frequencies and Percents*

Teacher assignment	Yes	Yes	No	No	Total	Total
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<i>N</i> = 50						
Teacher interest	16	32.0	34	68.0	50	100.0
Team assignment	12	24.0	38	76.0	50	100.0
Grade level assignment	32	64.0	18	36.0	50	100.0
Teacher preparation/expertise	17	34.0	33	66.0	50	100.0
Other	7	14.0	43	66.0	50	100.0

Responses to “Other” included the following: Curriculum; desire to expose students to cultural music; New Jersey State Mandate; Media; Subject assignment; or the respondent did not specify. As is evident from Table 43, Grade Level Assignment was the most frequently selected response, not Teacher Preparation/Expertise.

Cross tabulations were conducted between the individual items for teacher assignment and each of the groups. The hypothesis predicted was that there would be no significant relationship between teacher assignment and the level of implementation of

the Mandate. Statistical significance at the  $p < .05$  level was shown between teacher preparation/expertise and the Reasons group, with a Pearson Chi-square value of 8.467 and 2 degrees of freedom, and a  $p$ -value of .015.

The data suggested that teacher preparation/expertise does make a difference for the Reasons group. The hypothesis that there would be no significant relationship of teacher assignment to the level of implementation of the Mandate in New Jersey public middle schools is thus rejected, based on the data analysis.

*Number of Teachers Teaching Holocaust/Genocide Education*

The hypothesis predicted was that there would be no significant relationship of the number of teachers to the level of implementation of the Mandate. Frequencies showing the number of teachers involved in Holocaust/Genocide education are shown in Table 6. The most frequently reported category was 0-5, with 38% ( $n = 19$ ) of the respondents selecting that response.

Cross tabulations showed statistical significance in the Chi-square ( $\chi^2$ ) analysis between the number of teachers involved in Holocaust/Genocide education and the Content group and the Total group. These findings are shown in Table 44.

Table 44  
*Number of Teachers in Holocaust/Genocide Instruction-Chi-square( $\chi^2$ ) Analysis*

Group	$\chi^2$	df	p
Content	17.750 <sup>a</sup>	8	.023
Total	18.622 <sup>a</sup>	8	.017

*Note.* <sup>a</sup>11 cells (73.3% have expected count less than 5. The minimum expected count is .52.

Further analysis using the Mann-Whitney *U* test indicated statistical significance at the  $p < .05$  level between the Low and High levels of the Content group and the Total group, and between the Medium and High levels of the Total group. These findings are presented in Table 45.

Table 45  
*Number of Teachers in Holocaust/Genocide Instruction – Mann-Whitney U Test*

Group	Levels	n	Mann-Whitney U	p
Content	Low	23	96.500	.032
	High	14		
Total	Low	21	57.000	.003
	High	13		
	Medium	16	58.000	.036
	High	13		

The results of the Mann-Whitney *U* test supported the findings of the Chi-square ( $\chi^2$ ) analysis. The hypothesis that there would be no statistical significance between the number of teachers teaching Holocaust/Genocide education and the levels of implementation of the Mandate is thus rejected, based on the data analysis.

Further analysis of the items showing statistical significance on the Chi-square ( $\chi^2$ ) test was done to determine how many respondents were categorized in the High, Medium, and Low levels of the Total group. Table 46 shows those results.

Table 46  
*Holocaust/Genocide Teachers – High, Medium, Low Frequencies of Total Group*

Holocaust/Genocide Teachers	High		Medium		Low		Total	
	<i>n</i> = 13		<i>n</i> = 16		<i>n</i> = 21		<i>N</i> = 50	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
0-5	2	4.0	6	12.0	11	22.0	19	38.0
6-10	4	8.0	6	12.0	8	16.0	18	36.0
11-15	2	4.0	4	8.0	2	4.0	8	16.0
16-25	3	6.0	0	0.0	0	0.0	3	6.0
25+	2	4.0	0	0.0	0	0.0	2	4.0
Total	13	26.0	16	32.0	21	42.0	50	100.0

The data in Table 46 showed that in the middle schools reporting, the only schools with the number of teachers in the 16-25 and more than 25 categories were in the High level of the Total group. A correlation study of the total school population and the

number of teachers involved in teaching the Holocaust indicated a low positive correlation, with an  $r$  value of .338 at the  $p < .05$  level of significance, suggesting that the larger the school population is, the more teachers are involved in Holocaust/Genocide education.

*Specific Course/Curriculum/Grade Level*

The hypothesis predicted was that there would be no significant relationship between the specific course/curriculum and the level of implementation of the Mandate.

Tables 47-50 present the frequencies of specific courses or curricula in which Holocaust/Genocide education was reported by the respondents. Social Studies, Language Arts, or a combination of the two were cited most frequently at all grade levels, as the curriculum areas in which Holocaust/Genocide education was most frequently addressed.

Table 47

*Grade 5 – Holocaust/Genocide Education Frequencies*

Specific course/curriculum		$f$	%
Language Arts		2	4.0
Social Studies		6	12.0
Language Arts & Social Studies		1	2.0
Total		9	18.0
Missing	System	41	82.0
Total		50	100.0

As shown in Table 47, 9 respondents, the total number of middle school respondents who selected this item, reported that Holocaust/Genocide education was addressed in Grade 5. More specifically, Table 47 indicates that 6 out of the 9 respondents reported Holocaust/Genocide education as occurring in Social Studies in Grade 5.

As shown in Table 48, of the 29 respondents, 23 reported Holocaust/Genocide education as occurring in Social Studies ( $n = 12$ ) or Social Studies with another curriculum area ( $n = 11$ ). Language Arts was the next curriculum area most frequently cited by respondents ( $n = 9$ ) in Grade 6.

Table 48

*Grade 6 – Holocaust/Genocide Education Frequencies*

Specific course/curriculum		<i>f</i>	%
Language Arts		6	12.0
Social Studies		12	24.0
Language Arts & Social Studies		9	18.0
Language Arts, Social Studies & Health/PE		1	2.0
Social Studies & other		1	2.0
Total		29	58.0
Missing	System	21	42.0
Total		50	100.0

Table 49 shows Language Arts and Social Studies as the most frequently reported curriculum areas in which Holocaust/Genocide education occurred in Grade 7. A greater number of respondents cited Holocaust/Genocide education as occurring in Grade 7 than either Grade 5 or 6.

Table 49

*Grade 7 – Holocaust/Genocide Education Frequencies*

Specific course/curriculum		<i>f</i>	%
Language Arts		4	8.0
Social Studies		10	20.0
Health/PE		1	2.0
Other		2	4.0
Language Arts & Social Studies		18	36.0
Language Arts, Social Studies & other		1	2.0
Social Studies & other		3	6.0
Total		39	78.0
Missing	System	11	22.0
Total		50	100.0



As shown in Table 50, Grade 8 was the most frequently reported grade level with a course or curriculum in which Holocaust/Genocide education takes place ( $n = 43$ ). Grade 7 was reported next ( $n = 39$ ), followed by Grade 6 ( $n = 29$ ), and Grade 5 ( $n = 9$ ). Social Studies, Language Arts, or a combination of the two were cited most frequently at all grade levels, as the curriculum areas in which Holocaust/Genocide education was addressed. Table 50 also indicates that Language Arts and Social Studies were the curriculum areas in which Holocaust/Genocide education was most frequently reported in Grade 8.

Table 50

*Grade 8 – Holocaust/Genocide Education Frequencies*

Specific course/curriculum	<i>f</i>	%
Language Arts	3	6.0
Social Studies	13	26.0
Other	2	4.0
Language Arts & Social Studies	23	46.0
Language Arts & Health/PE	1	2.0
Language Arts, Social Studies & other	1	2.0
Total	43	86.0
Missing System	7	14.0
Total	50	100.0

Cross tabulations were conducted which showed statistical significance at the  $p < .05$  level in the Chi-square ( $\chi^2$ ) analysis between the specific course/curriculum in which

Holocaust/Genocide education occurred and the Methods, Reasons and Resources groups. These findings are shown in Table 51.

Table 51

*Specific Course/Curriculum Grade 8 – Chi-square ( $\chi^2$ ) Analysis*

Group	$\chi^2$	df	p
Methods	20.476 <sup>a</sup>	10	.025
Resources	27.239 <sup>b</sup>	10	.002
Reasons	21.127 <sup>c</sup>	10	.020

*Note.* <sup>a</sup>15 cells (83.3%) have expected count less than 5. The minimum expected count is .19. <sup>b</sup> 15 cells (83.3%) have expected count less than 5. The minimum expected count is .33. <sup>c</sup>15 cells (83.3%) have expected count less than 5. The minimum expected count is .26.

Further analysis using the Mann-Whitney *U* test indicated statistical significance at the  $p < .05$  level between the Low and High levels and Medium and High levels of the Reasons group, and between the Low and Medium levels of the Resources group. These findings are presented in Table 52.

Table 52

*Specific Course/Curriculum Grade 8 – Mann-Whitney U Test*

Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Resources	Low	14	24.000	.000
	Medium	15		
Reasons	Low	16	53.000	.002
	High	16		
	Medium	11	42.000	.005
	High	16		

The data supported the results of the Chi-square ( $\chi^2$ ) analysis for the Resources and Reasons groups. In fact, the *p*-values shown in Table 52 approach or exceed the  $p < .001$  level of significance. The hypothesis that there would be no significant relationship between the specific course/curriculum and the level of implementation of the Mandate was thus rejected based on the data analysis.

*Content/Themes*

Emerging from the data analysis were findings which indicated that the Content/Themes addressed showed a statistically significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools.

The frequencies and percents as reported for the Content/Themes addressed by teachers in teaching Holocaust/Genocide, are shown in Table 53, which shows the Role

of Prejudice, Discrimination, Stereotyping, and Racism to be the most frequently reported Content/Theme with 92% ( $n = 42$ ) of the respondents selecting this item.

Table 53

*Content/Themes – Frequencies and Percents*

Content/themes	<i>f</i>	%	<i>f</i>	%	Total	Total
	Yes	Yes	No	No	<i>N</i> =50	%
Concentration camps	44	88.0	6	12.0	50	100.0
Role of prejudice, discrimination, stereotyping, racism	42	92.0	4	8.0	50	100.0
World War II	41	82.0	9	18.0	50	100.0
Human rights	40	80.0	10	20.0	50	100.0
Rise of Nazism	39	78.0	11	22.0	50	100.0
Antisemitism	37	74.0	13	26.0	50	100.0
Death camps	36	72.0	14	28.0	50	100.0
Role of propaganda	34	68.0	16	32.0	50	100.0
Moral indifference/apathy	34	68.0	16	32.0	50	100.0
Nature of genocide	33	66.0	17	34.0	50	100.0
Democratic citizenship	33	66.0	17	34.0	50	100.0
Labor camps	32	64.0	18	36.0	50	100.0
Adolf Hitler	31	62.0	19	38.0	50	100.0
Other examples of genocide	31	62.0	19	38.0	50	100.0
Ghettos	30	60.0	20	40.0	50	100.0

Table 53 (continued)

Content/themes	<i>f</i>	%	<i>f</i>	%	Total	Total
	Yes	Yes	No	No	N=50	%
Personal responsibility/choice	30	60.0	20	40.0	50	100.0
Human behavior	30	60.0	20	40.0	50	100.0
Key groups involved	27	54.0	23	46.0	50	100.0
Holocaust/Shoah	25	50.0	25	50.0	50	100.0
Response of other nations	24	48.0	26	52.0	50	100.0
Liberation	24	48.0	26	52.0	50	100.0
Other victims	23	46.0	27	54.0	50	100.0
Jewish resistance	21	42.0	29	58.0	50	100.0
Legislation (1933-45)	18	36.0	32	64.0	50	100.0
Influence of Technology	11	22.0	39	78.0	50	100.0
Jewish life prior to the Holocaust	31	62.0	19	38.0	50	100.0
Rescue	21	42.0	29	58.0	50	100.0
Other examples of genocide	4	8.0	46	92.0	50	100.0

Chi-square ( $\chi^2$ ) analysis was then used to determine whether the difference between the observed and expected frequencies indicated statistical significance between the levels of implementation and the Content/Themes addressed. The hypothesis predicted was that there would be no significant relationship between the Content/Themes reported and the level of implementation of the Mandate.

Cross tabulations were conducted between each of the separate items listed for Content/Themes and each of the other groups (Methods, Resources, Reasons, and Total groups), in order to determine if the observed frequencies had a statistically significant relationship to the expected frequencies. Items showing statistical significance at the  $p < .05$  level in the Chi-square ( $\chi^2$ ) test are presented in Table 54.

Table 54

*Content/Themes – Chi-square ( $\chi^2$ ) for Individual Items*

Individual item	Group	$\chi^2$	$df$	$p$
Jewish life prior to the Holocaust	Resources	10.085 <sup>a</sup>	2	.006
	Reasons	8.943 <sup>b</sup>	2	.011
	Total	10.471 <sup>c</sup>	2	.005
Antisemitism	Reasons	6.684 <sup>d</sup>	2	.035
Adolf Hitler	Resources	6.409 <sup>a</sup>	2	.041
	Total	10.789 <sup>c</sup>	2	.005
Role of prejudice, discrimination, stereotyping, racism	Resources	7.729 <sup>c</sup>	2	.021
	Total	6.004 <sup>f</sup>	2	.050
Legislation	Resources	6.810 <sup>g</sup>	2	.033
	Total	10.544 <sup>h</sup>	2	.005
	Reasons	9.330 <sup>i</sup>	2	.009
Role of propaganda	Resources	7.192 <sup>j</sup>	2	.027
Key groups involved	Resources	8.656 <sup>k</sup>	2	.013

Table 54 (continued)

Individual item	Group	$\chi^2$	<i>df</i>	<i>p</i>
Key groups involved	Reasons	6.269 <sup>m</sup>	2	.044
	Total	16.644 <sup>l</sup>	2	.000
Nature of genocide	Methods	7.487 <sup>n</sup>	2	.024
	Reasons	6.910 <sup>o</sup>	2	.032
	Total	14.562 <sup>p</sup>	2	.001
Holocaust/Shoah	Resources	8.693 <sup>q</sup>	2	.013
	Total	21.022 <sup>r</sup>	2	.000
	Reasons	17.989 <sup>s</sup>	2	.000
Jewish resistance	Resources	8.47 <sup>t</sup>	2	.014
	Total	18.807 <sup>u</sup>	2	.000
World War II	Reasons	6.123 <sup>v</sup>	2	.047
Ghettos	Methods	6.694 <sup>w</sup>	2	.035
	Resources	6.882 <sup>s</sup>	2	.032
	Reasons	7.715 <sup>j</sup>	2	.021
	Total	9.894 <sup>x</sup>	2	.007
Concentration camps	Resources	6.891 <sup>y</sup>	2	.032
	Total	9.416 <sup>z</sup>	2	.009
Labor camps	Resources	7.740 <sup>g</sup>	2	.021
Death camps	Resources	7.020 <sup>aa</sup>	2	.030
Other victims	Resources	15.499 <sup>k</sup>	2	.000

Table 54 (continued)

Individual item	Group	$\chi^2$	<i>df</i>	<i>p</i>
Other victims	Reasons	15.592 <sup>m</sup>	2	.000
	Total	17.397 <sup>l</sup>	2	.000
Response of other nations	Reasons	8.365 <sup>cc</sup>	2	.015
	Total	11.932 <sup>bb</sup>	2	.003
Rescue	Methods	12.808 <sup>dd</sup>	2	.002
	Resources	8.474 <sup>t</sup>	2	.014
	Reasons	10.246 <sup>ee</sup>	2	.006
	Total	25.333 <sup>u</sup>	2	.000
Personal responsibility/choice	Methods	13.778 <sup>w</sup>	2	.001
	Resources	19.227 <sup>s</sup>	2	.000
	Reasons	7.960 <sup>j</sup>	2	.019
	Total	14.931 <sup>x</sup>	2	.001
Human behavior	Methods	11.111 <sup>w</sup>	2	.004
	Reasons	6.125 <sup>j</sup>	2	.047
	Total	14.931 <sup>x</sup>	2	.001
Human rights	Reasons	8.631 <sup>ff</sup>	2	.013
	Total	11.998 <sup>gg</sup>	2	.002
Moral indifference/apathy	Methods	6.373 <sup>hh</sup>	2	.041
	Reasons	9.348 <sup>ii</sup>	2	.009



Table 54 (continued)

Individual item	Group	$\chi^2$	df	p
Moral indifference/apathy	Total	10.131 <sup>ii</sup>	2	.006
Democratic citizenship	Total	9.946 <sup>p</sup>	2	.007
Influence of technology	Methods	13.326 <sup>jj</sup>	2	.001
	Resources	7.951 <sup>kk</sup>	2	.019
	Reasons	20.454 <sup>ll</sup>	2	.000
	Total	31.089 <sup>mm</sup>	2	.000
Liberation	Methods	13.702 <sup>j</sup>	2	.001
	Resources	15.383 <sup>nn</sup>	2	.7.20
	Reasons	8.889 <sup>cc</sup>	2	.012
	Total	20.224 <sup>bb</sup>	2	.000
Other examples of genocide	Methods	10.526 <sup>oo</sup>	2	.005
	Resources	11.384 <sup>a</sup>	2	.003
	Reasons	6.366 <sup>b</sup>	2	.041
	Total	11.459 <sup>c</sup>	2	.003

*Note.* <sup>a</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is 5.70. <sup>b</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.56. <sup>c</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.94. <sup>d</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.12. <sup>e</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.20. <sup>f</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is

Table 54 (continued)

1.04. <sup>e</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

5.40. <sup>h</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is

4.68. <sup>i</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is

4.32. <sup>j</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is

4.80. <sup>k</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

6.90. <sup>l</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

5.98. <sup>m</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

5.52. <sup>n</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is

3.40. <sup>o</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is

4.08. <sup>p</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is

4.42. <sup>q</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

7.50. <sup>r</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

6.50. <sup>s</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

6.00. <sup>t</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

6.30. <sup>u</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

5.46. <sup>v</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is

2.16. <sup>w</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is

4.00. <sup>x</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

5.20. <sup>y</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is

1.80. <sup>z</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is

1.56. <sup>aa</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is

4.20. <sup>bb</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is

Table 54 (continued)

- 6.24. <sup>cc</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is
- 5.76. <sup>dd</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is
- 4.20. <sup>ee</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is
- 5.04. <sup>ff</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is
- 2.40. <sup>gg</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is
- 2.60. <sup>hh</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is
- 3.20. <sup>ii</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is
- 3.84. <sup>jj</sup>2 cells (33.3%) have expected count less than 5. The minimum expected count is
- 2.20. <sup>kk</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is
- 3.30. <sup>ll</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is
- 2.64. <sup>mm</sup>3 cells (50.0%) have expected count less than 5. The minimum expected count is
- 2.86. <sup>nn</sup>0 cells (.0%) have expected count less than 5. The minimum expected count is
- 7.20. <sup>oo</sup>1 cells (16.7%) have expected count less than 5. The minimum expected count is
- 3.80.

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As shown in Table 54, these items showed statistical significance at the  $p < .05$  level with all of the groups (Methods, Resources, Reasons, and Total groups): Ghettos, Influence of Technology and Other Examples of Genocide. However, given the fact that for some of the items cited in Table 54, one to three cells had an expected count of less than 5, further analysis was conducted on those items using the Mann-Whitney rank-sum  $U$  test. These findings are presented in Table 55.

Table 55

*Content/Themes – Mann-Whitney U Test*

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Jewish life prior to the Holocaust	Reasons	Low	21	79.500	.044
		Medium	12		
		High	17		
	Total	Low	21	62.500	.002
		High	13		
		High	17		
Antisemitism	Reasons	Low	21	112.500	.011
		High	17		
Adolf Hitler	Total	Low	21	65.000	.002
		High	13		
		Medium	16	52.000	.003
		High	13		
Role of prejudice, discrimination, stereotyping, racism	Resources	Low	18	119.000	.042
		High	17		
Legislation (1933-45)	Reasons	Low	21	97.000	.005
		High	17		
		Medium	12	61.500	.038
		High	17		

Table 55 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Legislation (1933-45)	Total	Low	21	61.500	.001
		High	13		
Role of propaganda	Resources	Low	18	87.000	.040
		Medium	15		
		Low	18	95.000	.022
		High	17		
Nature of genocide	Methods	Low	25	127.500	.048
		Medium	15		
		Low	25	72.500	.024
		High	10		
	Reasons	Low	21	106.000	.010
		High	17		
	Total	Low	21	106.000	.028
		Medium	16		
		Low	21	52.000	.000
		High	13		
World War II	Reasons	Low	21	136.000	.033
		High	17		
		Medium	12	68.000	.012
		High	17		

Table 55 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Ghettos	Methods	Low	25	67.500	.014
		High	10		
	Reasons	Low	21	69.000	.013
		Medium	12		
		Low	21	120.500	.049
		High	17		
Concentration camps	Total	Low	21	120.000	.021
		Medium	16		
		Low	21	97.500	.036
		High	13		
Death camps	Resources	Low	18	94.500	.016
		High	17		
Rescue	Methods	Low	25	42.500	.000
		High	10		
		Medium	15	37.500	.014
		High	10		
Personal responsibility/ choice	Methods	Low	25	117.500	.024
		Medium	15		
		Low	25	45.000	.001
		High	10		

Table 55 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Personal responsibility/ choice	Reasons	Low	21	99.500	.007
		High	17		
Human behavior	Methods	Low	25	50.000	.001
		High	10		
		Medium	15	50.000	.046
		High	10		
	Reasons	Low	21	108.000	.015
		High	17		
Human rights	Total	Low	21	106.500	.014
		Medium	16		
		Low	21	78.000	.007
		High	13		
Moral indifference/apathy	Methods	Low	25	70.000	.013
		High	10		
		Medium	15	50.000	.046
		High	10		
	Reasons	Low	21	95.500	.002
		High	17		
	Total	Low	21	65.000	.002
		High	13		

Table 55 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Moral indifference/apathy	Total	Medium	16	71.500	.029
		High	13		
Democratic citizenship	Total	Low	21	65.000	.002
		High	13		
		Medium	16	65.000	.015
		High	13		
Influence of technology	Methods	Low	25	145.000	.038
		Medium	15		
		Low	25	55.000	.000
		High	10		
	Resources	Low	18	90.000	.009
		Medium	15		
		Low	18	99.000	.006
		High	17		
	Reasons	Low	21	82.000	.000
		High	17		
		Medium	12	42.000	.001
		High	17		
	Total	Low	21	31.500	.000
		High	13		



Table 55 (continued)

Individual items	Group	Levels	<i>n</i>	Mann-Whitney <i>U</i>	<i>p</i>
Influence of technology	Total	Medium	16	30.500	.000
		High	13		
Liberation	Methods	Low	25	120.000	.025
		Medium	15		
		Low	25	42.500	.000
		High	10		
Other examples of genocide	Methods	Low	25	112.500	.015
		Medium	15		
		Low	25	62.500	.008
		High	10		
	Total	Low	21	58.500	.001
		High	13		
		Medium	16	58.500	.007
		High	13		

The results of the Mann-Whitney *U* test strongly supported the findings of the Chi-square analysis with statistical significance shown at  $p \leq .001$  between each of the following items: The Low and High levels of the Total group for Legislation ( $p = .001$ ); the Nature of Genocide ( $p = .001$ ); Other Examples of Genocide ( $p = .001$ ); and the Influence of Technology ( $p = .000$ ); as well as between the Influence of Technology and the Medium and High levels ( $p = .000$ ) of the Total group.

In addition, significance at  $p \leq .001$  was observed between the Low and High levels of the Methods group for Rescue ( $p = .000$ ), Personal Responsibility/Choice ( $p = .001$ ), Human behavior ( $p = .001$ ), the Influence of Technology ( $p = .000$ ), and Liberation ( $p = .000$ ). Also observed at  $p \leq .001$  was the item, Influence of Technology, between the Low and High levels ( $p = .000$ ) and the Medium and High levels ( $p = .001$ ) of the Reasons group.

A further analysis of the items that showed statistical significance at the  $p < .05$  level was conducted to determine how many respondents who responded affirmatively were categorized in the High, Medium, and Low levels of the Total Group. The data presented in Table 56 show that 92% of the respondents ( $n = 46$ ) reported addressing the Role of prejudice, discrimination, stereotyping, and racism. This item was coded in the survey as representing a High level of implementation of the Mandate.

Table 56

*Content/Themes – High, Medium, Low Frequencies of Total Group*

Total group	High		Medium		Low		Total	
	$n = 13$		$n = 16$		$n = 21$		$N = 50$	
Content/themes	$f$	%	$f$	%	$f$	%	$f$	%
Jewish life prior to the Holocaust	12	24.0	11	22.0	8	16.0	31	62.0
Antisemitism	12	24.0	11	22.0	14	28.0	37	74.0

Table 56 (continued)

Total group	High		Medium		Low		Total	
	<i>n</i> = 13		<i>n</i> = 16		<i>n</i> = 21		<i>N</i> = 50	
Content/themes	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adolf Hitler	13	26.0	8	16.0	10	20.0	31	62.0
Role of prejudice, discrimination, stereotyping, racism	13	26.0	16	32.0	17	34.0	46	92.0
Legislation (1933-45)	9	18.0	6	12.0	3	6.0	18	36.0
Role of propaganda	12	24.0	11	22.0	11	22.0	34	68.0
Key groups involved	13	26.0	8	16.0	6	12.0	27	54.0
Nature of genocide	13	26.0	12	24.0	8	16.0	33	66.0
Holocaust/Shoah	12	24.0	10	20.0	3	6.0	25	50.0
Jewish resistance	12	24.0	5	10.0	4	8.0	21	42.0
World War II	12	24.0	15	30.0	14	28.0	41	82.0
Ghettos	12	24.0	10	20.0	8	16.0	30	60.0
Concentration camps	13	26.0	16	32.0	15	30.0	44	88.0
Labor camps	11	22.0	10	20.0	11	22.0	32	64.0
Death camps	12	24.0	12	24.0	12	24.0	36	72.0
Other victims	12	24.0	7	14.0	4	8.0	23	46.0
Response of other nations	11	22.0	8	16.0	5	10.0	24	48.0

Table 56 (continued)

Total group	High		Medium		Low		Total	
	<i>n</i> = 13		<i>n</i> = 16		<i>n</i> = 21		<i>N</i> = 50	
Content/themes	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Rescue	13	26.0	5	10.0	3	6.0	21	42.0
Personal responsibility/choice	13	26.0	10	20.0	7	14.0	30	60.0
Human behavior	13	26.0	10	20.0	7	14.0	30	60.0
Human rights	13	26.0	15	30.0	12	24.0	40	80.0
Moral indifference/apathy	13	26.0	11	22.0	10	20.0	34	68.0
Democratic citizenship	13	26.0	10	20.0	10	20.0	33	66.0
Influence of technology	10	20.0	1	2.0	0	0.0	11	22.0
Liberation	12	24.0	9	18.0	3	6.0	24	48.0
Other examples of genocide	13	26.0	9	18.0	9	18.0	31	62.0

Table 56 also presents data showing that over 50% of the respondents reported addressing the statistically significant items listed, with the exceptions of: Legislation (1933–45) (36%); Jewish resistance (42%); other victims (46%); rescue (42%); the influence of technology (22%); and liberation (48%). For each of these items, which were coded “3” to represent the High level of implementation of the Mandate on the survey, Table 56 shows the differences in the observed frequencies between the levels of

implementation. The High level of the Total group reported addressing these items more frequently than the Middle or Low levels. For example, the item, Influence of Technology, was reported by 20% ( $n = 10$ ) of the High level, while only 2% ( $n = 1$ ) was reported by the Middle level and 0.0% was reported by the Low level of the Total group.

The hypothesis predicted that there would be no significant relationship of the Content/Themes addressed to the level of implementation of the Holocaust/Genocide Mandate is thus rejected based on the data analysis. From the findings of this study, it can be concluded that there does exist a significant relationship between the Content/Themes addressed and the level of implementation of the New Jersey Holocaust Genocide Mandate.

### *Results of Data Analysis*

The second subsidiary question asked: Are there any other variables that have a significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools? The hypothesis predicted was that there would be no other variables that have a significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools.

Data analysis indicated that the variables of teacher assignment, number of teachers involved in Holocaust/Genocide education, the specific course/curriculum in which Holocaust/Genocide education takes place, and the content/themes addressed showed statistical significance to the level of implementation of the Mandate. The hypothesis that there would be no other variables that have a significant relationship to the level of implementation of the Mandate in New Jersey public middle schools is

therefore rejected. The findings of this study indicate that a significant relationship was shown between these variables and the level of implementation of the Mandate.

## Chapter V

### Conclusions and Recommendations

#### *Summary of Research*

The purpose of this research study was to describe the levels of implementation of the 1994 New Jersey Holocaust/Genocide Mandate in New Jersey public middle schools, and to ascertain the factors most frequently associated with those levels of implementation.

The primary data were collected from a survey mailed to 93 principals of New Jersey public middle schools. The questionnaire consisted of five sections organized to collect data on the implementation of the Holocaust/Genocide Mandate using questions derived from Dawidowicz (1992): Where is it taught? Who teaches it? How is it taught? What is taught? Why is it taught?

The survey was self-administered and designed to determine the level of implementation of the Mandate, and secondly, to provide data from which to analyze the relationship of the following variables to the level of implementation of the Mandate: Teacher preparation; ongoing teacher professional development; the methods/strategies/assessments used; the type of resources used; the rationale(s) given for teaching the Holocaust; and school input variables (including school instructional structures, school location, school setting, the size of the student population, the number of teachers, and grade levels in the school). The study also sought to determine if there were any other variables that had a significant relationship to the level of implementation of the Mandate.

*Implementation of the New Jersey Holocaust/Genocide Mandate*

The primary research question asked: What is the status of the implementation of the 1994 New Jersey Holocaust/Genocide mandate in public middle schools in New Jersey as defined by the legislation? In order to determine this, an index of implementation was created in order to quantify the data collected from the survey and to determine the level of implementation (High, Medium, or Low) of the Holocaust/Genocide Mandate. The findings were as follows.

*Level of Implementation – Total Group*

The study found that in each of the five areas for which data was collected and analyzed (Methods, Resources, Content, Rationales, and an overall Total), at least 50% of the middle schools that responded indicated an acceptable level of implementation as defined in this study. The overall, or Total group, showed an acceptable level of implementation with an aggregate percent of 58%.

The findings indicated that the High and Medium levels of all groups utilized methods and resources, addressed content and themes, and cited rationales that were consistent with the recommendations of experts and researchers in the field of Holocaust/Genocide education and in keeping with the intent of the 1994 New Jersey Holocaust/Genocide Mandate legislation. The data thus showed that efforts have been made to address the Mandate in more than half of the middle schools that reported.

A closer examination of the findings for each of the areas of Methods, Resources, Content, Rationales, and an overall Total, provided indications of where gaps in Holocaust/Genocide instruction existed as reported in the level of implementation of the Mandate.



*Level of Implementation – Resources Group*

The findings of this study showed the least amount of disparity between the levels of implementation in terms of the Resources used. The responses indicated the High and Medium levels to be nearly even and very close in the quality of resources that would enable a middle school to implement the Mandate at an acceptable level. These resources included first person and non-fiction accounts, primary documents, poetry and art, books such as “The Diary of Anne Frank,” and resources provided by the New Jersey Commission on Holocaust Education, the United States Holocaust Memorial Museum, and Facing History and Ourselves. The use of such resources were consistent with those recommended by experts in Holocaust education.

*Level of Implementation – Methods Group*

The data also showed that the High and Medium levels reported using methods of instruction that were more interactive and relied on more active student involvement than did the Low level. These methods included: Moral dilemmas, creative presentations, written response/reflection, as well as survivor/first person testimony. These methods were among those advocated by experts in Holocaust/Genocide education as promoting the moral and ethical dimensions of Holocaust/Genocide instruction, which was the intent of the Mandate legislation.

Interestingly, the data showed the two most frequently reported methods used were reading assigned texts and class discussions. Together with the use of worksheets, each of these methods was among those not shown to be statistically significant; nor were these methods recommended by Holocaust/Genocide education experts. The Low level of the Total group reported using these methods more frequently than either the High or the

Medium levels, indicating that in those acceptable levels of implementation, the methods supported by experts in Holocaust/Genocide education more frequently occurred.

It is thus incumbent upon schools then to utilize those methods that allow the students to respond to the content with a view to addressing the moral and ethical dimensions as mandated in the legislation.

*Level of Implementation – Content/Themes Group*

In terms of the Content/Themes addressed, the data showed that schools in the High and Medium levels of implementation went beyond teaching only the historical facts to examine the role of prejudice, discrimination, stereotyping, and racism. The High level also reported addressing items such as Jewish life prior to the Holocaust, antisemitism, legislation (1933-1945), the key groups involved, the nature of genocide, and Jewish resistance more frequently than did the Medium or Low levels. Both the High and the Medium levels reported addressing personal responsibility/choice, moral indifference/apathy, democratic citizenship, the influence of technology, and other examples of genocide, more frequently than did the Low level.

The findings thus supported the recommendations of Holocaust/Genocide experts, who advocated an approach to instruction that treats the facts as necessary, but not sufficient, in addressing the Content/Themes related to Holocaust/Genocide education. This approach also supports the intent of the New Jersey Holocaust/Genocide Mandate legislation, namely, that the emphasis should be on the moral and ethical dimensions of the topic.

*Level of Implementation – Reasons Group*

Not surprisingly, the Social Studies curriculum was the most frequently cited reason for teaching Holocaust/Genocide. However, the New Jersey State Mandate followed closely as the next most frequently cited, and was also determined to be statistically significant.

When the respondents were asked to prioritize which reason was most important, the New Jersey Holocaust/Genocide Mandate was cited most frequently by the respondents. The data thus suggested that the Mandate itself has played a role in promoting Holocaust/Genocide education in the State of New Jersey. This finding affirmed the work of the New Jersey Commission on Holocaust Education as it serves in a strong advocacy role to develop awareness and provide support for school districts and teachers in implementing the Mandate in schools.

The High and Medium levels of the Total group reported reasons that indicated affirmation of the moral and ethical dimensions of the Mandate. These included teaching civic responsibility, preventing future genocides, preventing apathy/indifference, and studying human behavior. As is consistent with the findings of this study, the levels that indicated an acceptable level of implementation through the responses given to the survey questions were the High and Medium levels.

*Summary of Findings - Level of Implementation*

The data thus indicated that all of the groups met or exceeded the 50% level of implementation set as acceptable in this study. The aggregated data showed that the level of implementation of the 1994 New Jersey Holocaust/Genocide Mandate was reported at

an acceptable level in the Methods, Resources, Content, Reasons, and Total groups by at least 50% of the middle schools responding to the survey.

Given the intent of the law, and given the recommendations of Holocaust/Genocide education experts, the levels of implementation of the Mandate showed that although some districts were implementing the Mandate at an acceptable level, further efforts are needed by public middle schools in the State of New Jersey in order to assure the full implementation of the 1994 New Jersey Holocaust/Genocide Mandate as defined by the legislation.

### *Subsidiary Questions*

The first subsidiary question asked: What is the relationship of each of the following variables to the level of implementation of the Mandate in New Jersey public middle schools:

1. Teacher preparation
2. Ongoing teacher professional development
3. Methods/ strategies/assessments used
4. Type of resources used
5. Rationale(s) given for teaching the Holocaust
6. School input variables (including school instructional structures, school location, school setting, the size of the student population, the number of teachers, and grade levels in the school)

The hypothesis predicted that there would be no significant relationship of any of these variables to the level of implementation of the Mandate. The findings of the data

analysis indicated that each of these variables had a significant relationship to the levels of implementation. A summary of the findings for each of the variables follows.

*Summary of Findings - Teacher Preparation*

The data analysis showed that graduate courses, study at international Holocaust institutions/programs, conferences and workshops sponsored by the Commission, the Commission's Summer Study Program, and one day teacher workshops indicated a difference between the observed and the expected frequencies, thereby showing statistical significance. Professional reading/self-study (84%) was most frequently reported for teacher preparation, followed closely by one day teacher workshops (62%) and conferences and workshops sponsored by the Commission (60%).

The positive impact of the efforts of the New Jersey Commission on Holocaust Education was suggested by the data, which was not surprising. Across all levels, respondents frequently cited attendance at conferences and workshops sponsored by the Commission.

One-day workshops reported as teacher preparation also showed statistical significance, which was not consistent with the recommendations of experts, who have underscored the need for more sustained efforts to prepare teachers for Holocaust/Genocide instruction.

Study at international Holocaust institutions/programs was reported more frequently by middle schools showing a High level of implementation than at the Medium or Low levels. The data analysis indicated statistical significance between teacher preparation and the level of implementation for all of the groups (Methods, Resources, Content, Reasons, and Total), but not for all of the items listed in the survey.

The findings indicated that Teacher Preparation did make a difference in the level of implementation of the Mandate, but with limitations and not to the extent recommended by experts in Holocaust/Genocide education.

*Summary of Findings – Ongoing Teacher Professional Development*

As was found with Teacher Preparation, the two most frequent Teacher Professional Development items reported were professional reading/self-study (52%) and one-day teacher conferences/workshops (50%). A high percentage (84%) of the respondents across the levels of the Total group reported no graduate courses for teacher professional development. Study at international Holocaust institutions/programs and one-day teacher workshops were also shown to be significant.

These results were similar to the findings for Teacher Preparation. Although statistical significance was shown for study at international programs and one-day teacher conferences/workshops with the Methods, Resources, Content and Total groups, overall statistical significance was not indicated for items recommended by Holocaust educators, such as multi-day workshops. A conclusion that may be drawn is that Teacher Professional Development did make a difference in the level of implementation of the Mandate as reported by the responding middle schools, but with limitations and not to the extent recommended by experts in Holocaust/Genocide education.

*Summary of Findings - Methods/Strategies/Assessments*

While most of the items in this section showed statistical significance, the High level of the Total group more frequently reported using methods that were consistent with the recommendations of the experts in Holocaust/Genocide education than the Medium or Low levels. These methods included written response/reflection, survivor/first person

testimony, creative presentations, art, and case studies. Overall, the data analysis clearly showed a significant relationship of the methods/strategies/assessments used to the level of implementation of the Mandate.

#### *Summary of Findings - Resources*

The data showed that films and videos, non-fictional accounts, and fictional literature were the resources most frequently reported by respondents in this study. Half (50%) of the respondents reported utilizing resources provided by the Commission. Each of the items showed statistical significance, but interestingly, poetry and art and materials from the USHMM showed statistical significance with each of the groups.

The data indicated that in the middle schools that responded, a wide variety of resources are being used at all of the levels. In fact, the Resources group showed the closest range between the levels of High, Medium, and Low than did the other groups.

As is consistent with the findings of this study, the High level of the Total group was more likely to use the resources that support Holocaust/Genocide instruction as advocated by researchers and experts. These included poetry and art, books, maps/atlas, as well as materials provided by the Commission and the USHMM.

The data analysis thus clearly indicated a significant relationship between resources and the level of implementation of the Mandate.

#### *Summary of Findings - Rationales*

Although the most frequently reported reason for teaching Holocaust/Genocide was the Social Studies curriculum, cited by 84% of the respondents, the New Jersey Holocaust/Genocide Mandate closely followed with 82% of the respondents. When asked to select the most important reason, however, the New Jersey Holocaust/Genocide

Mandate was the item most frequently selected. The data here indicated the impact of the efforts of the New Jersey Commission on Holocaust Education to promote and support Holocaust/Genocide education in New Jersey.

The High and Medium levels showed a higher frequency of those reasons advocated by Holocaust/Genocide education experts such as: Teach civic responsibility, prevent future genocides, prevent apathy/indifference, teach concepts, and study human behavior. With the exceptions of the Social Studies curriculum and a conflict resolution program, all of the rationales were shown to be statistically significant, indicating a significant relationship between the reasons cited for Holocaust/Genocide education and the levels of implementation.

#### *Summary of Findings – School Input Variables*

For the purposes of this study, school input variables were defined as: School instructional structures, school location, school setting, the size of the student population in the school, the number of teachers, and grade levels in the school.

The data analysis indicated that the school input variables of school location, the size of the student population, the number of teachers in the school and the grade level distribution of the school did not make a difference with the level of implementation of the Mandate. However, the data did indicate that school instructional structures and school setting did indicate a statistically significant relationship with the level of implementation of the Mandate. The findings are presented as follows.

#### *Summary of Findings – School Instructional Structures*

For the purposes of this study, school instructional structures included: A unit of study within an existing curriculum, an interdisciplinary unit, individual teacher



discretion, team teaching, an interdisciplinary course, a separate course, and interdisciplinary grade level teams.

For an interdisciplinary unit, team teaching, interdisciplinary grade level teams, and individual teacher discretion, the observed frequencies showed statistical significance with the expected frequencies. Interestingly, the most frequently reported school instructional structure was a unit of study within the existing curriculum (80%). Frequencies for an interdisciplinary unit (48%) and individual teacher discretion (46%) followed next. While individual teacher discretion is not recommended as an instructional structure that assures implementation of the Mandate, an interdisciplinary unit is one structure that is advocated by experts in Holocaust/Genocide education as promoting the content and pedagogy needed for addressing the moral and ethical dimensions of Holocaust/Genocide education.

Interdisciplinary grade level teams were reported by 68% of the respondents. The data analysis showed a significant relationship to the implementation of the Mandate. The results were more significant between the Low and High and Low and Medium levels of the Methods, Resources, and Total groups. This structure was also one cited by experts as supporting effective instruction in Holocaust/Genocide education. The results of the data analysis thus showed a significant relationship between interdisciplinary grade level teams and the level of implementation of the Mandate.

#### *Summary of Findings – School Setting*

The most frequently reported school setting of the respondents was suburban, with 72% of the respondents selecting that category. An examination of the percentages of the High level of the Total group indicated that 61.5% of the High level was comprised

of suburban middle schools while 7.7% were urban middle schools and 30.8% were rural middle schools. While this may be a function of the higher number of suburban respondents, the initial findings of the data analysis did not show significance for school setting. However, further analysis did indicate significance between the Low and High levels of the Total group.

It may be concluded then, that a significant relationship was shown between school setting and the level of implementation of the Mandate. However, further study using a larger sample may be needed in order to validate that conclusion.

#### *Other Variables*

The second subsidiary question asked: Are there any other variables that have a significant relationship to the level of implementation of the Holocaust/Genocide Mandate in New Jersey public middle schools? The hypothesis predicted that there would be no other variables that had a significant relationship to the level of implementation of the Mandate in New Jersey public middle schools.

Findings from the data analysis indicated that there were other variables that showed a significant relationship to the level of implementation of the Mandate. These included: Teacher assignment, the number of teachers teaching Holocaust/Genocide, the specific course/curriculum in which Holocaust/Genocide instruction occurs, and the content/themes addressed in Holocaust/Genocide instruction. The findings are presented as follows.

#### *Summary of Findings – Teacher Assignment*

How teacher assignment for Holocaust/Genocide education is made is a critical factor in the quality of instruction students will experience. Of the choices given to the

respondents, which included teacher interest, team assignment, grade level assignment, and teacher preparation/expertise, the most frequently reported response was grade level assignment.

The data analysis suggested that teacher preparation/expertise did make a difference for the Reasons group. However, not all of the items indicated statistical significance. Since Holocaust/Genocide experts cited teacher preparation as a critical factor in deciding who teaches the topic, further study should be undertaken with a larger sample in order to lend validity to this conclusion.

#### *Summary of Findings – Number of Teachers in Holocaust/Genocide Education*

Although most of the schools reported a student population of more than 500, the most frequent response to the number of teachers involved in Holocaust/Genocide education was 0-5 (38%). The data did show that the number of teachers involved in Holocaust/Genocide education did make a difference in the implementation of the Mandate, with schools in the High and Medium levels reporting more teachers involved in Holocaust/Genocide instruction. In fact, the only schools reporting the number of teachers in the 16-25 and more than 25 categories of teachers involved in Holocaust/Genocide education, were in the High level of the Total group. The findings thus indicated that the number of teachers teaching Holocaust/Genocide made a difference in the level of implementation of the Mandate.

#### *Summary of Findings – Specific Course/Curriculum*

As expected, the data analysis showed that Language Arts and Social Studies were the two curriculum areas reported most frequently as those in which

Holocaust/Genocide instruction occurred. This was consistent with findings by Holocaust/Genocide education experts and researchers.

In addition, the findings showed that Grade 8 was the most frequently reported grade level in which Holocaust/Genocide education occurred, and the data analysis clearly showed that Holocaust/Genocide instruction in Grade 8 had a significant relationship to the level of implementation of the Mandate.

#### *Summary of Findings – Content/Themes*

Emerging from the data analysis were findings indicating that the Content/Themes addressed as reported by respondents showed a significant relationship to the level of implementation of the Mandate. The findings showed that in the High level of the Total group, the content and themes addressed were those most consistent with the recommendations of Holocaust/Genocide education experts. These included: Jewish life prior to the Holocaust, antisemitism, the key groups involved, the nature of genocide, and Jewish resistance. With some exceptions, this content was less frequently reported as being addressed by schools at the Medium and Low levels.

The findings thus indicated a relationship between the content and themes addressed and the level of implementation of the Mandate.

#### *Summary of Findings – Other Variables*

Findings from the data analysis thus indicated that there were other variables that showed a significant relationship to the level of implementation of the Mandate. These included: Teacher assignment, the number of teachers teaching Holocaust/Genocide, the specific course/curriculum in which Holocaust/Genocide instruction occurs, and the content/themes addressed in Holocaust/Genocide instruction.

*Responses to Dawidowicz's (1992) Questions*

Since the questions for this study arose out of the work of Dawidowicz (1992), what follows is a summary of responses to these questions based on the findings of this study of public middle schools in New Jersey.

1. Where is it being taught?

The data collected from School Input Variables indicated that Holocaust/Genocide education was addressed primarily in suburban middle schools, with more than 500 students, and most frequently in Language Arts and/or Social Studies classes at the Grade 8 level.

2. Who is teaching it?

Data analysis of teacher preparation and teacher professional development indicated that the teachers who engaged in Holocaust/Genocide instruction may have limited preparation or professional development in terms of the recommendations made by experts in Holocaust/Genocide instruction. The data also showed that teacher assignment to Holocaust/Genocide instruction was often made as a grade level assignment for the teacher and that individual teacher discretion made a difference in the level to which the Mandate is implemented in a school.

3. What is being taught?

The data analysis from Content/Themes showed that in the middle schools with a High level of implementation, the content and themes recommended by Holocaust/Genocide experts are more frequently taught. In addition, the moral

and ethical dimensions of the Mandate were also more likely to be addressed by middle schools with an acceptable level of implementation of the Mandate.

#### 4. How is it being taught?

The study indicated a difference between the High, Medium, and Low levels in the methods/strategies/assessments and the resources used. While middle schools at all levels of implementation reported utilizing resources recommended by Holocaust/Genocide education experts, the methods used in the middle schools with an acceptable level of implementation were more consistent with the recommendations of those experts. There was a wider range in the methods used by middle schools at the High and Medium levels than those used by middle schools at the Low level of implementation.

#### 5. Why is it being taught?

The responses to this question showed a wide range; however, the reason cited most frequently as most important was the New Jersey Holocaust/Genocide Mandate. Other reasons frequently cited by middle schools at the High level were those consistent with recommendations of the experts, including: To teach civic responsibility, to teach ethical behavior, to prevent future genocides, to teach tolerance, to teach respect for human rights. It is important to note that schools at all levels cited some of these as rationales for teaching Holocaust/Genocide.

### *Recommendations for Action*

As a result of this study, the following recommendations for action can be made to public middle schools in order to better insure the implementation of the 1994 New Jersey Holocaust/Genocide Mandate:

1. The moral and ethical dimensions of Holocaust/Genocide education, which formed the foundation of the 1994 Mandate, should be central to Holocaust/Genocide instruction in New Jersey. There needs to be a recognition by educators that the purposes of education are indeed public, moral, and ethical, promoting the values of acceptance, respect, and civic responsibility for our students. That is the intent and the underlying purpose of the 1994 New Jersey Holocaust/Genocide Mandate. In order to do this effectively, administrators and teachers need to develop a greater understanding of the issues and have the opportunity to pursue professional development in Holocaust/Genocide education.
2. A carefully designed district-wide approach to Holocaust/Genocide education is recommended for every school district in the State of New Jersey. Opportunities for teachers to collaborate to do so should be supported by each district in a variety of ways. Curriculum revision, interdisciplinary collaboration, district in-service courses, as well as teams of teachers and administrators attending conferences/workshops are recommendations for how this can be accomplished. Building administrators, content area supervisors, and central office administrators need to monitor that the schools in their districts are complying with the Mandate, both in terms of district curriculum documents and in terms of monitoring the content and quality of instruction that occurs in Holocaust/Genocide education in their respective districts. Curriculum documents in every public middle school in New Jersey should be reviewed and evaluated by teachers and administrators in order to ascertain where in the curriculum Holocaust/Genocide is being addressed. Curriculum revision should be

undertaken to remedy any lack or deficiency noted in the implementation of the Mandate as a result of the curriculum evaluation.

3. Teacher certification requirements should include teacher preparation in mandated areas of study, such as Holocaust/Genocide instruction. Colleges, universities, and teacher preparation institutions need to provide courses to prepare teachers to engage their students in both cognitive and affective ways with those areas of instruction. Course offerings, syllabi of methods courses, and faculty research should reflect these efforts.
4. Teaching assignments for Holocaust/Genocide instruction in schools should be made with a consideration for the preparation or expertise of the teacher. School districts also need to provide opportunities for ongoing teacher professional development in Holocaust/Genocide instruction for teachers who will be teaching the subject.
5. Holocaust/Genocide educators should utilize the curriculum resources provided by the New Jersey Commission on Holocaust Education. The recently published curriculum guides for grades K-4, 5-8, and 9-12, provide a comprehensive wealth of content and age-appropriate pedagogical approaches for teachers to utilize in the planning of Holocaust/Genocide instruction. In addition, taking advantage of the conferences, workshops, and study opportunities provided by the Commission would help teachers to better address the Mandate with their students.
6. Public middle schools in New Jersey should avail themselves of the resources found in the Holocaust Resource Centers located throughout the state. In addition, the many courses and programs offered by both public and private institutions of



higher education in the state can provide support and resources for teachers and administrators.

7. Holocaust Resource Centers and other support organizations should continue to explore ways they can provide support for Holocaust/Genocide education and outreach to the schools as high stakes testing accountability and budgetary crises assume priority status for school districts. In addition to outreach, grants could be pursued or made available for teachers and/or schools, and professional development opportunities may be expanded at reasonable or subsidized costs for teachers.
8. Lastly, school districts need to explore creative ways to financially support Holocaust/Genocide education in their schools. For example, utilizing state funding opportunities for character education might be one source of available funding.

#### *Recommendations for Further Research*

As a result of this study, recommendations for further research can be made:

1. Further study of the actual impact of the 1994 New Jersey Holocaust/Genocide Mandate on students K-12 is needed. This research should span the cognitive-affective continuum and go beyond the facts that students are taught. The research question should focus on investigating the four aspects cited in the legislation and the study should collect data from students on those four aspects of the Mandate: To identify and analyze applicable theories concerning human nature; to understand that genocide is a consequence of prejudice and discrimination; to understand that issues of moral dilemma and conscience have a profound impact

on life; and that each citizen has a personal responsibility to fight racism and hatred whenever and wherever it happens (New Jersey Holocaust/Genocide Mandate, 1994). This will help the New Jersey Commission on Holocaust Education better assess the extent of the impact of the Mandate on instruction and students across the state.

2. Since teachers are those directly responsible for implementing the Mandate in their classrooms, a study assessing the impact of the Mandate using data collection from teachers, both qualitative and quantitative, should also be undertaken to ascertain the extent to which the Mandate is being implemented in New Jersey classrooms.
3. Continued research and course offerings by institutions of higher education, institutes, museums, and experts in Holocaust education on the topic should be expanded, so that best practice, both in content and pedagogy, occurs in Holocaust/Genocide education and in the implementation of the 1994 New Jersey Holocaust/Genocide Mandate.
4. Further study should also be undertaken to investigate the impact of parents and the community on Holocaust/Genocide education in the schools. Teachers, as well as parents and community members, should be included as participants in the study. One of the research questions should focus on whether there is the opportunity for parents and community members to be educated, so that their students can more fully benefit from Holocaust/Genocide education.

### *Summary*

This research study was limited in scope and did not specifically address the cognitive and the affective impact of the 1994 New Jersey Holocaust/Genocide Mandate on students K-12. Rather, this study focused on the implementation of the Mandate in New Jersey public middle schools, the level to which it was being implemented, and the factors associated with those levels of implementation.

The data from this study showed that efforts have been made to address the Mandate in New Jersey public middle schools, with 58% of the middle schools showing an acceptable level of implementation overall. However, a higher level of implementation of the Mandate is necessary for full compliance with the legislation in all of the schools.

As intended, this study represents a beginning step in assessing the implementation of the Holocaust/Genocide Mandate in New Jersey schools. A more comprehensive analysis of the implementation of the Mandate K-12 requires research involving the teachers who implement the Mandate, and the students who will ultimately reflect the effectiveness of the implementation of the 1994 New Jersey Holocaust/Genocide Mandate.

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Appendix A  
Holocaust/Genocide Survey

# HOLOCAUST/GENOCIDE EDUCATION SURVEY

## SECTION I. Where is it taught?

1. What grade levels are included in your school? (*Check one.*)

☐ 5-8      ☐ 6-8      ☐ 7-8      ☐ Other-Please specify \_\_\_\_\_

2. In what specific course/curriculum does Holocaust/Genocide education take place?  
(*Check all that apply for each grade level in your school.*)

A. Grade 5:    ☐ Language Arts   ☐ Social Studies   ☐ Health/ PE   ☐ Other  
Please specify \_\_\_\_\_

B. Grade 6:    ☐ Language Arts   ☐ Social Studies   ☐ Health/ PE   ☐ Other  
Please specify \_\_\_\_\_

C. Grade 7:    ☐ Language Arts   ☐ Social Studies   ☐ Health/ PE   ☐ Other  
Please specify \_\_\_\_\_

D. Grade 8:    ☐ Language Arts   ☐ Social Studies   ☐ Health/ PE   ☐ Other  
Please specify \_\_\_\_\_

E. Other:      ☐ Please specify \_\_\_\_\_

F. None:      ☐

*Stop. If you checked this box, please go to Section V.*

3. How does instruction in Holocaust/Genocide education take place?

(*Check all that apply. Please specify grade level and curriculum for those checked.*)

	Grade Level	Curriculum
<input type="checkbox"/> A unit of study within an existing curriculum	_____	_____
<input type="checkbox"/> A separate course	_____	_____
<input type="checkbox"/> An interdisciplinary course	_____	_____
<input type="checkbox"/> An interdisciplinary unit	_____	_____
<input type="checkbox"/> Team teaching	_____	_____
<input type="checkbox"/> Individual teacher discretion	_____	_____
<input type="checkbox"/> Other-Please specify	_____	_____

## SECTION II. Who teaches it?

1. How is teacher assignment made for Holocaust/Genocide instruction? (*Check those that apply.*)

- ☐ Teacher Interest  
☐ Team Assignment  
☐ Grade Level Assignment  
☐ Teacher Preparation/ Expertise in the Topic  
☐ Other-Please specify \_\_\_\_\_



2. How many teachers are involved in Holocaust/Genocide education at your middle school? *(Check one.)*

- ☐ 0-5      ☐ 6-10      ☐ 11-15      ☐ 16-25      ☐ 25+

3. What professional preparation in Holocaust/Genocide instruction have teachers who teach Holocaust/Genocide had? *(Check all those that apply.)*

- ☐ Undergraduate courses
- ☐ Graduate courses
- ☐ Mandel fellowship
- ☐ Study at international Holocaust institutions/programs  
(e.g. Yad Vashem, US Holocaust Memorial Museum, Simon Wiesenthal Center, Summer Seminar on the Holocaust and Jewish Resistance)
- ☐ NJ Commission on Holocaust Education Summer Study Program
- ☐ Conferences/workshops sponsored by the NJ Commission on Holocaust Education
- ☐ One day teacher workshops/conferences
- ☐ Multi-day teacher workshops/conferences
- ☐ Professional reading/self-study
- ☐ Not sure
- ☐ Other-Please specify \_\_\_\_\_

4. What professional development have teachers who teach Holocaust/Genocide had in the academic years 2001-2002 and 2002-2003? *(Check all that apply.)*

- ☐ Undergraduate courses
- ☐ Graduate courses
- ☐ Mandel fellowship
- ☐ Study at international Holocaust institutions/programs  
(E.g. Yad Vashem, US Holocaust Memorial Museum, Simon Wiesenthal Center, Summer Seminar on the Holocaust and Jewish Resistance)
- ☐ NJ Commission on Holocaust Education Summer Study Program
- ☐ Conferences/workshops sponsored by the NJ Commission on Holocaust Education
- ☐ One day teacher workshops/conferences
- ☐ Multi-day teacher workshops/conferences
- ☐ Professional reading/self-study
- ☐ Not sure
- ☐ Other-Please specify \_\_\_\_\_

### **SECTION III. How is it taught? What is taught?**

1. Please check the methods/strategies/assessments used by teachers in teaching Holocaust/Genocide: *(Check all that apply.)*

- |   |  |
|---|--|
| <input type="checkbox"/> Reading assigned texts including literature                  | <input type="checkbox"/> Worksheets                  |
| <input type="checkbox"/> Simulations/Role playing                                     | <input type="checkbox"/> Group work                  |
| <input type="checkbox"/> Moral dilemmas   | <input type="checkbox"/> Written response/reflection |
| <input type="checkbox"/> Class discussions  | <input type="checkbox"/> Journal writing             |
| <input type="checkbox"/> Films/Videos   | <input type="checkbox"/> Case studies                |
| <input type="checkbox"/> Research   | <input type="checkbox"/> Art                         |
| <input type="checkbox"/> Word Search/Puzzles  | <input type="checkbox"/> Writing assignments         |
| <input type="checkbox"/> Survivor/First Person Testimony                              | <input type="checkbox"/> Problem-solving             |
| <input type="checkbox"/> Acts of remembrance (e.g. Yom Ha Shoah)                      | <input type="checkbox"/> Field trips                 |
| <input type="checkbox"/> Creative presentations<br>(e.g. drama, plays, poetry, music) | <input type="checkbox"/> Tests/quizzes               |
|   | <input type="checkbox"/> Other-Please specify _____  |

2. Please check the resources used by teachers in teaching Holocaust/Genocide:  
(Check all that apply.)

- ☐ *First-person accounts (Including survivor or witness testimony)*
- ☐ *Primary documents (Including pictures)*
- ☐ *Non-fictional accounts: diaries, memoirs, historical accounts, narratives*
- ☐ *Fictional literature: novel/ drama/ short stories*
- ☐ *Poetry and art of the Holocaust*
- ☐ *Online resources (e.g. [www.ushmm.org](http://www.ushmm.org))*
- ☐ *Films and videos*
- ☐ *Maps/Atlases*
- ☐ *Commercially prepared lesson plans/worksheets*
- ☐ *Classroom Textbook*
- ☐ *New Jersey Holocaust Commission Curriculum Guides/Resources*
- ☐ *Facing History and Ourselves Curriculum*
- ☐ *US Holocaust Memorial Museum Materials*
- ☐ *Books used-Please specify* \_\_\_\_\_
- ☐ *Other-Please specify* \_\_\_\_\_

3. Please check the content/themes addressed by teachers in teaching Holocaust/Genocide:  
(Check all that apply.)

- ☐ *Jewish life prior to the Holocaust*
- ☐ *Antisemitism*
- ☐ *Rise of Nazism*
- ☐ *Adolf Hitler*
- ☐ *Role of prejudice, discrimination, stereotyping, racism*
- ☐ *Legislation progressively depriving Jews of their rights (1933-45)*
- ☐ *Role of propaganda*
- ☐ *Key groups involved-perpetrators, collaborators, bystanders, victims, rescuers*
- ☐ *The nature of genocide*
- ☐ *Holocaust/Shoah*
- ☐ *Jewish resistance*
- ☐ *World War II*
- ☐ *Ghettos*
- ☐ *Concentration camps*
- ☐ *Labor camps*
- ☐ *Death camps*
- ☐ *Other victims (e.g. Gypsies [or Roma], political prisoners, Communists)*
- ☐ *Response of other nations*
- ☐ *Rescue*
- ☐ *Personal responsibility/choice*
- ☐ *Human behavior*
- ☐ *Human rights*
- ☐ *Moral indifference/apathy*
- ☐ *Rights and responsibilities of democratic citizenship*
- ☐ *Influence of technology*
- ☐ *Liberation*
- ☐ *Other examples of genocide*
- ☐ *Other-Please specify* \_\_\_\_\_



## Appendix B

### Letter to Superintendents

Concetta E. Donvito  
7 Seven Oaks Circle  
Madison, NJ 07940  
[donvitoc@cs.com](mailto:donvitoc@cs.com)

November 19, 2002

Dear Superintendent:

I am a doctoral student in the College of Education and Human Services at Seton Hall University in the Executive Ed.D. Program. My doctoral dissertation research is on the implementation of New Jersey's 1994 Holocaust/Genocide Mandate in New Jersey public middle schools.

I am requesting your permission to give a survey on this topic to Middle School principals in your district if my dissertation proposal is approved by the Institutional Review Board (IRB) at Seton Hall University.

The IRB requires that your approval be sent to me on official letterhead paper from your district. As per IRB requirements, please state specifically in your letter of approval that you give your permission for me to give the survey to Middle School principals in your district if the dissertation proposal is approved by the Institutional Review Board at Seton Hall University.

Please return your signed letter of approval to me by December 10, 2002. I have enclosed a stamped addressed envelope for your convenience. I gratefully appreciate your time and consideration in this matter.

Sincerely,

A handwritten signature in cursive script that reads "Concetta E. Donvito".

Concetta E. Donvito

**Appendix C**  
**Letter of Solicitation**

Concetta E. Donvito  
Lake Hiawatha School  
One Lincoln Avenue  
Lake Hiawatha, New Jersey 07034  
973-263-7172 x7172  
[cdonvito@pthsd.k12.nj.us](mailto:cdonvito@pthsd.k12.nj.us)

February 2003

Dear Middle School Principal:

I am a doctoral student in the Executive Ed.D. Program in the College of Education and Human Services at Seton Hall University. My doctoral dissertation research is on the implementation of New Jersey's 1994 Holocaust/Genocide Mandate in New Jersey public middle schools.

*Purpose of the Research/Duration of Participation*

I am requesting your participation in this research study, which will help Holocaust educators and the New Jersey Commission on Holocaust Education to better understand how public middle schools in New Jersey are implementing the Holocaust/Genocide Mandate. The enclosed survey should take approximately five to ten minutes of your time and will help to guide the support needed for public middle schools in New Jersey to implement the Mandate.

*Description of Procedures*

The enclosed *Holocaust/Genocide Education Survey* has been mailed to a sample of public middle school principals in the State of New Jersey. The survey questions are designed to elicit information on how the New Jersey Holocaust/Genocide Mandate is being implemented in New Jersey middle schools. Please do not put your name on the survey or identify your school or district in any way. For your convenience in returning the survey, I have enclosed a stamped addressed return envelope. I would greatly appreciate your completing the survey and returning it to me within two weeks.

*Voluntary Nature*

Please note that your participation is completely voluntary and you may withdraw from the study at any time. If you do not want to participate at any point in the study, you need only to throw the survey away. Discontinuing your participation will involve no penalty or loss of benefits to you at any time.

College of Education and Human Services  
Executive Ed.D. Program  
Tel. 973.275.2728  
400 South Orange Avenue • South Orange, New Jersey 07079-2685

### *Anonymity*

Please be assured that your anonymity will be protected. There are no codes or identifying information on the survey forms or return envelopes, so that your individual response will remain anonymous. The responses of middle school principals from all surveys will be combined in the analysis and presentation of the data. No individual school district, school, principal, or any school personnel will be identified in the study.

### *Storage of Data*

The data provided by you in the surveys will be stored in a locked cabinet in my private office in my home.

### *Confidentiality*

The data from the surveys will be handled with the strictest confidentiality and security. The research records will not be available to anyone but me as the researcher and the members of my dissertation committee. Upon completion of the project, the data will be destroyed after three years, according to the parameters established by the IRB of Seton Hall University.

### *Foreseeable Risks*

There are no anticipated risks to you for participating in the study.

### *Expected Benefits*

The results of this research may provide valuable data and feedback to help guide the efforts of school districts, middle schools, and the New Jersey Commission on Holocaust Education toward the professional development of teachers in Holocaust/Genocide education and the implementation of the Mandate in New Jersey.

### *Stress or Psychological Harm*

If you become upset or experience undue stress while filling out the survey, please discontinue your participation immediately and seek out a family member, friend, or professional counselor to speak with.

### *Appropriate Alternative Procedures*

No alternative procedures will be required for participants.

### *Pertinent Questions*

I am available to address any questions you may have about the research study, your rights or your district's rights, in this research study. You may contact me by telephone at 973-263-7172 x7172 or by e-mail at [cdonvito@pthsd.k12.nj.us](mailto:cdonvito@pthsd.k12.nj.us). If you prefer, you may contact my mentor, Dr. Mary Ruzicka at 973-275-2723.

### *Taping*

No video- or audio-tapes will be involved in this study.



*Informed Consent Form*

As a participant in the study, this letter will serve as your copy of the Informed Consent Form as required by the IRB at Seton Hall University.

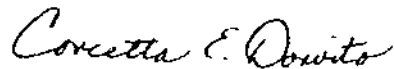
*IRB Approval*

The project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 275-2974.

Your completion and return of the survey indicates your understanding of the project and your willingness to participate.

Thank you for your time and consideration in this matter.

Sincerely,

A handwritten signature in cursive script that reads "Concetta E. Donvito".

Concetta E. Donvito

## Appendix D

### New Jersey Holocaust/Genocide Mandate

STATE OF NEW JERSEY

ADOPTED MARCH 10, 1994

Sponsored by Senators EWING, McGREEVEY and SINAGRA

1 AN ACT regarding genocide education in the public schools and  
2 supplementing chapter 35 of Title 18A of the New Jersey  
3 Statutes.

4  
5 BE IT ENACTED by the Senate and General Assembly of the  
6 State of New Jersey:

7 1. The Legislature finds and declares that:

8 a. New Jersey has recently become the focal point of national  
9 attention for the most venomous and vile of ethnic hate speeches.

10 b. There is an inescapable link between violence and vandalism  
11 and ethnic and racial intolerance. The New Jersey Department  
12 of Education itself has formally recognized the existence of the  
13 magnitude of this problem in New Jersey schools by the  
14 formation of a Commissioner's Task Force on Violence and  
15 Vandalism.

16 c. New Jersey is proud of its enormous cultural diversity. The  
17 teaching of tolerance must be made a priority if that cultural  
18 diversity is to remain one of the State's strengths.

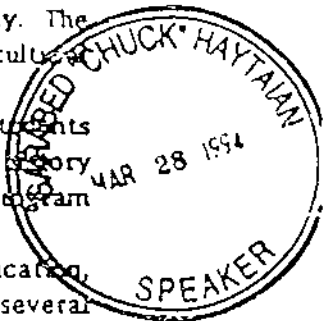
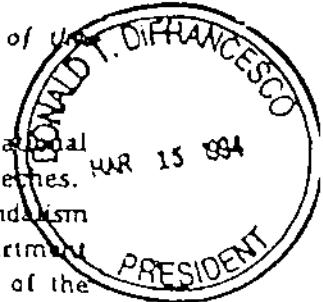
19 d. National studies indicate that fewer than 25% of students  
20 have an understanding of organized attempts throughout history  
21 to eliminate various ethnic groups through a systematic program  
22 of mass killing or genocide.

23 e. The New Jersey Commission on Holocaust Education,  
24 created pursuant to P.L.1991, c.193 (C.18A:4A-1 et seq.), several  
25 years ago expanded its mission to study and recommend  
26 curricular material on a wide range of genocides. The Holocaust  
27 Commission is an ideal agency to recommend curricular materials  
28 to local districts.

29 2. a. Every board of education shall include instruction on the  
30 Holocaust and genocides in an appropriate place in the curriculum  
31 of all elementary and secondary school pupils.

32 b. The instruction shall enable pupils to identify and analyze  
33 applicable theories concerning human nature and behavior; to  
34 understand that genocide is a consequence of prejudice and  
35 discrimination; and to understand that issues of moral dilemma  
36 and conscience have a profound impact on life. The instruction  
37 shall further emphasize the personal responsibility that each  
38 citizen bears to fight racism and hatred whenever and wherever  
39 it happens.

40 3. This act shall take effect immediately and shall first apply  
41 to curriculum offerings in the 1994-95 school year.



Attest

*Peter Verniero*  
PETER VERNIERO  
CHIEF COUNSEL TO THE GOVERNOR

APPROVED  
274 DAY OF APRIL 10 1994  
*Christine Todd Whitman*  
CHRISTINE TODD WHITMAN  
GOVERNOR

## Appendix E

### Panel of Holocaust/Genocide Experts

## PANEL OF HOLOCAUST/GENOCIDE EXPERTS

Father Lawrence Frizzell	Associate Professor, Department of Jewish-Christian Studies, Seton Hall University
Warren Marcus	Director of Teacher Workshops, United States Holocaust Memorial Museum
Vladka Meed	Director, Summer Seminar on Holocaust and Jewish Resistance, Jewish Labor Committee
Ben Meed	President, American Gathering of Jewish Holocaust Survivors
Dr. Joseph Preil	Director Emeritus, Holocaust Resource Center, Kean University
Dr. Paul Winkler	Executive Director, New Jersey Commission on Holocaust Education